

# Influence

A Study of the Factors Shaping Education Policy

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## EXECUTIVE SUMMARY

The Editorial Projects in Education Research Center, with support from the Thomas B. Fordham Foundation, has conducted a study of the factors that have influenced the educational policy landscape during the past decade. Using a two-stage survey methodology, we asked leading education-policy experts first to identify and then to rate highly influential agents or “Influentials” across four different categories – Studies, Organizations, People, and Information Sources. We report influence scores and rankings for the leading nominees in each category.

As the study’s results demonstrate, there are strong interconnections among these four dimensions of influence. Certain institutions, for example, appear in multiple categories, represented as prominent organizations, the homes of renowned experts, and sponsors of leading studies and information sources. This report offers a first attempt at untangling the complex web of influence that has helped to shape education policy over the years.

The full report describes the study’s methodology in greater detail and provides in-depth profiles for the top-ranked nominees in each of the four influence categories. An appendix to the report also includes a complete listing of all studies, organizations, people, and information sources that received nominations in our survey of education-policy experts.

## Influential Studies

We employed a two-stage survey of experts in the field of education policy to identify the most important studies of the past ten years and to rate their level of influence. For the top-tier studies, we also conducted a series of citation searches to determine the rates at which these works were cited in the news media and in the scholarly literature. These pieces of information were used to construct a three-dimensional Influence Index for the leading studies.

The studies ranking in the highest tier of influence – the “short list” – prove to be quite different from one another in a variety of ways. Some nominees conform to a conventional understanding of a study, as a relatively discrete work taking the form of a clearly identifiable core product like a report, monograph, or commission proceedings. The National Reading Panel’s 2000 report *Teaching Children to Read* very much fits this mold, as do: the two National Research Council reports that made the list (*How People Learn* and *Preventing Reading Difficulties in Young Children*); *What Matters Most: Teaching for America’s Future*, a report by the National Commission on Teaching and America’s Future (NCTAF); and the American Diploma Project’s *Ready or Not: Creating a High School Diploma that Counts*.

But when asked to identify influential studies, respondents often cited broader bodies or collections of work rather than individual reports and publications. Several researchers, for example, were nominated for strands of investigation on particular topics: Richard Elmore on school reform; Jay Greene on graduation rates; Paul Peterson on school choice and vouchers; and William Sanders on value-added methodology. The Education Trust, as an organization, was recognized in a similar manner for a series of reports highlighting the issue of teacher quality. The Tennessee Student/Teacher Achievement Ratio experiment (Project STAR) offers another twist within the set of nominees that could be labeled research

strands. Project STAR is represented by a variety of studies conducted by a number of independent researchers and institutions, all focusing on the state's class-size experiment.

Perhaps furthest removed from the traditional conception of a discrete study were the National Assessment of Educational Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS). Far from being a single piece of work, NAEP is a decades-long student assessment and data collection initiative of the U.S. Department of Education. Likewise, the international TIMSS study has at its core a large-scale assessment combined with the collection of background and contextual data, as well as major research components examining curricular content and instructional practices.

When all the votes are tallied, the National Assessment of Educational Progress rises to the top of the field with an overall Influence Index value of 100 points. The study earns this perfect score by receiving top rankings for each of the three individual influence elements (expert ratings, news coverage, and citation in scholarly journals). Its performance is particularly dominant in the areas of both news and journal citations. For example, NAEP receives more news media hits than the rest of the studies on the short list combined.

The Trends in International Mathematics and Science Study ranks second in all three of the study's influence categories. Accordingly, TIMSS also claims the second-highest overall influence index value, with a score of 52 points. Ranked third is the National Reading Panel's *Teaching Children to Read*, which fares relatively well on expert ratings and journal citations.

A large portion of the studies, almost half of the leading group, are tightly clustered with scores between 28 and 31 points. In particular, this intermediate influence band is heavily populated by the commission reports that made the short list – *Preventing Reading Difficulties*, *What Matters Most*, and *How People Learn*. Project STAR, William Sanders' research on value-added methodology, and the Education Trust's work on teacher quality also appear in this range. The four remaining studies fall in a final cluster that captures strands of work by individual researchers (Elmore, Greene, and Peterson) and the American Diploma Project's 2004 study *Ready or Not*. Index values for this final set of nominees range between 22 and 25 points.

In order to examine influential studies in more depth, we also constructed an original database that contains information on a number of key characteristics for all nominated studies. This approach enabled a more advanced investigation of the nature of influence for the study category, helping us to answer two key questions: What makes a study influential? What sets the truly outstanding studies – the Blockbusters – apart from the crowd? We explore this “anatomy of influence” in the full report.

## Influential Organizations

The most influential organizations represent an assortment of non-profit, governmental, membership, and philanthropic institutions. Influence scores and rankings for leading organizations are based on results from our survey of education-policy experts.

The top places in this leading group are occupied by two government entities and a philanthropy. All three finish in a virtual dead heat with scores between 98 and 100 points. The United States Congress, the branch of government holding primary authority for enacting education legislation, finishes in first place. Coming in a close second (with 99 points) is the U.S. Department of Education, the executive branch agency responsible for implementing federal policy and programs as well as coordinating with

state and local education authorities. Despite the fact that federal funding accounts for less than 10 percent of all public education dollars, our results suggest that expert respondents believe that the federal government has wielded significant influence over the direction of educational policy during the past decade.

The third-place organization, the top-ranked philanthropy on the short list, is the Bill & Melinda Gates Foundation (98 points). Established in its present form in 1999, the foundation has rapidly grown into the world's largest philanthropic organization, with an endowment of over 32 billion dollars in 2006. A recently-announced and highly-publicized gift from investor Warren Buffet, estimated to be worth about 37 billion dollars, will almost certainly add to the foundation's clout. In addition to high-profile international and global health initiatives, the Gates Foundation's Education Division has gained prominence for its high school reform initiatives, which have sparked a powerful small schools movement across the nation. Another philanthropic organization, the Thomas B. Fordham Foundation, can be found in the lower tier of this leading group with a score of 73. The Fordham Foundation's grant-making and activities support work on elementary and secondary educational reform in a variety of areas.

Non-profit organizations (NPOs) make up a substantial share of the leading organizations. Among the ranks of highly influential NPOs, we find the fourth-place finisher, the Education Trust. Other ranked members of the non-profit sector include Achieve, Inc. and the Center on Education Policy.

Three membership organizations occupy the center of this leading pack of nominees. The National Governors Association (fifth place) supports the work of governors and the states in the nation's capitol. Following right behind the NGA are the country's largest teacher unions, the American Federation of Teachers and the National Education Association, which represent the interests of teachers and education professionals nationwide.

## Influential People

The thirteen individuals who make up the short list of highly-influential people span a range of roles, backgrounds, and institutional sectors. Unlike the other categories of influence, people change their affiliations over time. As a result, some of the nominees have held a variety of prominent public roles throughout their careers. In general, nominees can be grouped into four main categories: elected officials, representatives of government agencies, leaders of philanthropies and non-profit organizations, and academics.

The top-ranked person, based on expert ratings, is Bill Gates. Billionaire, founder of Microsoft, and co-chair of the Bill & Melinda Gates Foundation, he has become a leading voice for educational reform. Many of Gates' strongest statements have focused on the challenges facing the nation's high schools and, more recently, the crucial role of education in America's ability to remain competitive in an increasingly global economy.

Gates is joined on the list by two other leaders of philanthropic institutions. Eighth-ranked Marshall (Mike) Smith has directed the education program at the William and Flora Hewlett Foundation since 2001. Rounding out the short list is Chester Finn, Jr., president of the Thomas B. Fordham Foundation (a leading organization), senior editor of *Education Next*, and weekly columnist in the foundation's *Education Gadfly*. Kati Haycock, who receives the third-highest influence score, serves as director of the Education Trust, a Washington, DC-based non-profit that is itself a highly-influential organization.

A large share of influential people are elected officials and leaders of government agencies. However, their influence scores range considerably, from near the top of the rankings (President George W. Bush, in second place with 94 points) to the lower tier of the leading group (Representative George Miller, in twelfth place with 77 points). Among nominated politicians currently in office, President Bush, Senator Edward Kennedy (fifth place), and Representative Miller all earned places on the short list for impacting education policy during the past decade, due in large part to their roles in shaping the federal No Child Left Behind (NCLB) legislation. The sixth-place spot on the short list is claimed by former President Bill Clinton, during whose administration the Improving America's Schools Act (the precursor to NCLB) was signed into law.

Several other leading nominees have held appointed offices in government. G. Reid Lyon, the fourth most influential person, headed the child development branch of the National Institutes of Health and was a primary architect of the federal Reading First initiative. Current U.S. Secretary of Education Margaret Spellings ranks tenth on the list. During her tenure, Spellings has been charged with continuing implementation of the No Child Left Behind Act, which she also helped to shape during her earlier tenure as a domestic policy advisor in the White House.

State leaders are also heavily represented among influential people. Prior to heading the Department of Education throughout the Clinton administration, Richard Riley earned a reputation as a support of education issues during two terms as the chief executive of South Carolina. Sharing seventh place with Riley is four-term North Carolina governor James B. Hunt, Jr. During that period Hunt also served as the chair of the National Commission on Teaching and America's Future. The former-gubernatorial ranks are rounded out by Bush and Clinton, discussed previously.

Although several nominees in this category have distinguished backgrounds in academia, only one currently serves as a full-time academic. A professor at Stanford University's School of Education, Linda Darling-Hammond has built a reputation as a leading scholar and expert in educational policy and practice. Between 1994 and 2001 she served as the executive director of the National Commission on Teaching and America's Future.

## Influential Information Sources

The list of top information sources includes an eclectic combination of traditional print publications, new media outlets such as electronic newsletters and blogs, governmental sources, a journal, and a non-profit organization. Our expert respondents clearly had a diverse view of what constituted an "information source."

The leading information source – the National Assessment of Educational Progress – also emerged earlier as the top-ranked influential study. NAEP offers a wide variety of information to the public in the form of statistical indicators, databases, descriptive and technical reports, research studies, on-line data tools, and brief publications designed for the general public. The National Center for Education Statistics and the U.S. Department of Education also appear among the more highly-ranked information sources on our short list (in third and fifth place respectively). This pattern suggests that the Department of Education exerts a strong and broad influence on the information that shapes public understanding of educational issues and policy strategies.

The second spot on the short list is occupied by *Education Week*, a weekly publication focused primarily on issues related to K-12 education. Two other highly-regarded newspapers also make the short list –

*The New York Times* (fourth place) and *The Washington Post* (seventh). Several new media operations also earn notice as influential information sources, although they rank at the lower end of the list. This group includes: Public Education Network's *PEN Weekly NewsBlast*, the Fordham Foundation's *Education Gadfly*, and Eduwonk, the only blog that made the short list.

Also identified as leading information sources are the Education Trust and *Education Next*. The Education Trust's outreach efforts include speaking engagements and presentations by key staff members, its *Thinking K-16* report series, and special reports on a range of topics. Published by Stanford University's Hoover Institution, *Education Next* features articles from leading education researchers and prominent policy commentators. It is also the only peer-reviewed periodical ranked among the top information sources.

## A Tangled Web of Influence

The question of what influences educational policy can be a difficult problem to untangle. Certainly, numerous interconnections exist among the leading studies, organizations, people, and information sources receiving high marks in our expert surveys. However, several clusters of influence prove particularly noteworthy.

A major sphere of influence exists within the public sector, revolving around the U.S. Department of Education. Itself the second-ranked organization, the agency has conducted (through its statistical branch, NCES) or commissioned several of the most influential studies. The Department also has close connections to a substantial share of the highly influential figures in education policy and is responsible for a number of leading information sources.

In the private sector, the Gates Foundation represents a major epicenter of influence, a highly ranked organization in its own right as well as a funder of other high-profile groups. The Education Trust and the Fordham Foundation can be found at the center of other nodes of influence, by virtue of their status as influential organizations and ties to highly-ranked persons, studies, and information sources.

<b>Leading Influences in Education Policy (ranked by level of influence – high to low)</b>			
<b>Studies</b>	<b>Organizations</b>	<b>People</b>	<b>Information Sources</b>
1. <i>National Assessment of Educational Progress (NAEP)</i> . U.S. Department of Education	1. U.S. Congress	1. Bill Gates	1. National Assessment of Educational Progress (NAEP)
2. <i>Trends in International Mathematics and Science Study (TIMSS)</i> . International Association for the Evaluation of Educational Achievement and National Center for Education Statistics	2. U.S. Department of Education	2. George W. Bush	2. Education Week
3. <i>Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> (2000). The National Reading Panel	3. Bill & Melinda Gates Foundation	3. Kati Haycock	3. National Center for Education Statistics (NCES)
4. Tennessee Student/Teacher Achievement Ratio (STAR) experiment and related studies	4. Education Trust	4. G. Reid Lyon	4. New York Times
5. <i>Preventing Reading Difficulties in Young Children</i> (1998). National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	5. National Governors Association (NGA)	5. Edward Kennedy	5. U.S. Department of Education
5. William L. Sanders on value-added methodology and the Tennessee Value-Added Accountability System	6. American Federation of Teachers (AFT)	6. Bill Clinton	6. Education Trust
7. Education Trust on teacher quality	7. Achieve, Inc.	7. James B. Hunt Jr.	7. Washington Post
7. <i>How People Learn: Brain, Mind, Experience, and School</i> (1999). National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	7. National Education Association (NEA)	7. Richard W. Riley	8. Education Next
7. <i>What Matters Most: Teaching for America's Future</i> (1996). National Commission on Teaching and America's Future	9. Thomas B. Fordham Foundation	9. Marshall (Mike) Smith	8. Public Education Network (PEN) Weekly NewsBlast
10. Richard F. Elmore on school reform	10. Center on Education Policy (CEP)	10. Linda Darling-Hammond	10. Education Gadfly
11. Jay P. Greene on high school graduation rates		10. Margaret Spellings	11. Eduwonk
12. Paul E. Peterson on school choice and vouchers		12. George Miller	
12. <i>Ready or Not: Creating a High School Diploma that Counts</i> (2004). American Diploma Project		13. Chester E. Finn Jr.	

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## 1. INTRODUCTION

The Editorial Projects in Education Research Center, with support from the Thomas B. Fordham Foundation, has conducted a study of the factors that have influenced the educational policy landscape over the past decade. Using a two-stage expert survey methodology, we have identified a set of highly influential agents (“Influentials”) across four different categories – Studies, Organizations, People, and Information Sources. As the results demonstrate, there are strong interconnections among these dimensions. Certain institutions, for example, might appear in multiple categories, represented as influential organizations, the homes of prominent experts, and sponsors of leading information sources and studies.

Although we examine influence across several categories, the primary focus of this investigation, is on the studies that have driven debate and action in education during the past ten years. In order to fully address this issue, the EPE Research Center employed a study design composed of several linked methodological strategies that allow us to develop a deeper understanding of what makes a study “influential.”

In addition to obtaining expert ratings for the leading studies, the Research Center analyzed search results from two extensive electronic databases in order to develop additional metrics for gauging influence. This information on coverage of studies in the news media and citation in scholarly journals, combined with the expert ratings, allowed us to calculate a refined multidimensional index of influence for the study category. In addition, we have also constructed an original database that contains information on a number of key characteristics for all nominated studies. With this resource, we can engage in a more advanced the analysis of study influence and move closer to answering two key questions. What makes a study influential? What sets the truly outstanding studies (the “Blockbusters”) apart from the crowd?

The report is organized as follows. The next section contains a description of the study methodology. Key stages in the data collection and analysis are discussed, with additional technical information appearing in report appendices. Section 3 of the report presents the findings from the expert surveys and supplemental citation analyses. We identify the most influential studies, organizations, people, and information sources. Particular attention is drawn to the dominant threads or themes that emerge when examining the relationships among these categories of influence. Next, in Section 4, we perform a detailed analysis of the influential studies. We first profile the key characteristics of nominated studies (i.e., what they have in common). Then, the analysis delves deeper into the factors that further differentiate the top tier of studies (i.e., what distinguishes the very best from the rest). Section 5 presents a collection of informative one-page profiles describing the top-ranked nominees in each of the four influence categories. The appendices in Section 6 contain a complete listing of all nominees from the first-round expert survey as well as a copies of our survey instruments.

## 2. METHODOLOGY

The following section describes the development and implementation of the three main methodological components of our study design. We begin by describing the two-staged expert survey design implemented in the current study. As explained in greater detail below, the initial stage of the web-based data collection employed an open-ended survey to elicit nominations for the studies, organizations, people, and information sources that have most strongly influenced educational policy during the past decade. A follow-up survey then asked respondents to rate the leading nominees that emerged from the initial survey. To complement the survey data collection, the research design also includes a systematic citation analysis of the top-ranked studies using two distinct electronic information systems. This investigation allows us to respectively measure exposure of studies in the news media and in the peer reviewed research literature. Finally, we describe the process through which we used the Education Resources Information Center (ERIC) library to compile a unique database containing standardized information about each of the nominated studies. This database is the centerpiece of analyses presented later in this report.

### 2.1. Expert-based Methods

Although “influence” could potentially be measured in numerous ways, this project has adopted a method that (in part) employs evaluations from knowledgeable experts in the field. Specifically, we asked leading figures in education policy to share their views about the factors that have most strongly influenced the field in recent years. Expert-based methods, which are often used to forecast trends or develop consensus on an issue or topic, can draw on a variety of distinct methodologies, including: expert interviews or surveys; panel discussion or focus group; and the Delphi method. As in any other field of study, the various methods offer particular strengths and limitations. The Delphi method, for example, is an iterative survey process designed to eliminate the single-perspective bias of the expert interview and to remove negative aspects of group dynamics (e.g., social desirability of response). This method has been defined as “a structured process for collecting and distilling knowledge from a group of experts by means of a series of questionnaires interspersed with controlled opinion feedback” (Adler & Ziglio, 1996).

For the present study, our goal was to elicit expert consensus regarding the leading influences over education policy during the past decade. The particular two-stage survey design we employed offers several particular advantages. The expert respondents who completed the survey were free to nominate their choices and later rate leading nominees without the social pressure of an interview or focus group situation. The iterative response process – administering an open-ended survey, followed by a refined rating survey – increased the validity of the results because the experts had the opportunity to respond to each other’s collective impressions in a controlled format. It has been noted that such a communication process among the experts “facilitates the formation of a group judgment” (Helmer, 1977).

### 2.2. Web-based Surveys

Web-based surveys offer an increasingly popular strategy for conducting research. Although this method may not be appropriate for certain populations or research questions, it is particularly well-suited to expert-based research. For instance, experts are often difficult to reach due to busy schedules. A web-based survey allows respondents to participate at their convenience, whereas other methods would require individual scheduling. Research on survey methods suggests that response rates do not differ by mode of delivery (i.e., web-based or paper). In fact, some researchers have reported higher rates of response to web-based surveys compared to paper-and-pencil instruments (Carini et al., 2003; Cook et al., 2000; Denscombe, 2006; Roztocki & Morgan, 2002). For our own study of education policy influence,

we offered a paper version of the survey to those who requested one. However, nearly all participants completed the web-based version of the survey. The text of our survey instruments can be found in the appendix of this report (Section 7.2).

Researchers have also sought to identify best practices with respect to the design and delivery of web-based surveys. It has been suggested, for example, that “fancy” web-based surveys, with elaborate graphics and changing colors, prove too distracting to participants (Dillman, 2000). Instead, simpler surveys tend to have much higher rates of completion. The current study used the SurveyMonkey service to design and field the Influence survey. Although SurveyMonkey has limited design capabilities compared to some other online survey applications, it served our goal of creating a clean and uncomplicated interface for the respondent. SurveyMonkey’s participant tracking system also provided an effective means of administering the survey and monitoring respondent progress.

Well-devised communications channels are another important strategy for maximizing survey response rates. Experienced survey practitioners have found that web-based surveys can also benefit from approaches developed to enhance response rates in more traditional paper-and-pencil survey operations. Recommended procedures include sending a prenotification to participants, followed by the survey with a cover letter, a reminder one week later, a resend of the survey, and special contact, such as a final reminder (Dillman, 1978). Our Influence study employed survey procedures comparable to those recommended in the research literature.

Another line of research on web-based surveys examines the use of incentives to improve participation levels. A recent meta-analysis examining the use of incentives with web-based surveys found that incentives increase response and completion rates (Goeritz, 2006). As an inducement to participate in the current study, respondents were entered into a drawing for a \$500 cash award. We stipulated that the drawing winner could donate the prize to a charity, since researchers have noted that this strategy can be more effective with an elite or socially-aware audience (Hubbard & Little, 1988; Warriner et al., 1996).

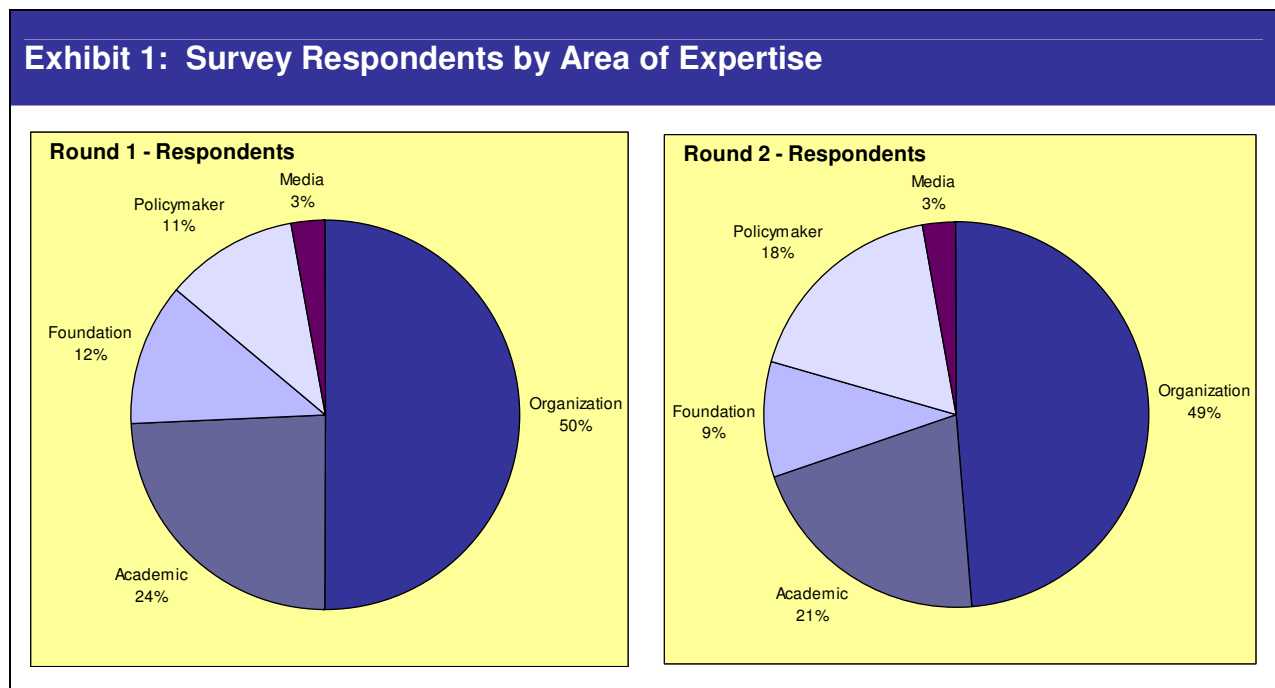
## 2.3 Study Participants

Considerable time and effort were devoted to developing the sampling frame for the Influence study. A common critique of expert-based methods relates to the potential for ambiguity about who qualifies as an expert (Burnette, Morrow-Howell & Chen, 2003). To compile the sample for the current study, we first identified seven major categories into which experts in education policy could be classified: media, policymakers, think tanks, university-based academics, professional organizations, advocacy groups, and foundations. Within each of these broad areas, we obtained listings (which were generally publicly available) of prominent individuals and organizations in the field of educational policy. These lists were the source of the individual experts who comprised our survey sample. EPE librarians assisted in the compilation of those lists. *Education Week* reporters and editors and a few other education policy professionals were also consulted during the sample-building process. These procedures were intended to assure that the individuals represented in our pool of experts were selected in an objective and non-arbitrary manner, based on their current or former professional positions, experience in education policy, and special awards or recognitions.

A total of 888 emails were sent to experts inviting them to participate in the study. One hundred and eight people responded to the first survey, for a response rate of 12 percent. Among the non-respondents, 54 declined to participate in the study and were removed from the sample. Expert surveys are often characterized by low response rates, similar to those seen in the current study. It appeared that the timeframe for the survey administration (summer 2006) may have hindered response to some extent. The survey tracking system received numerous automated “out of the office” email replies to the various survey communications. This suggests that many invited participants were on vacation or otherwise unavailable for some portion of the time the surveys were in the field.

The response level improved for the second-round rating survey. In all, 834 individuals received surveys and 179 responded, yielding a response rate of 21 percent. Eleven people declined participation. Eighty-two of the second-round participants also responded to the first survey, meaning that 75 percent of the participants from the first survey also took part in the follow-up round of the study. One respondent shared a comment about not completing the first survey because generating an original list of influentials seemed to be too time-consuming. However, this individual was very willing to simply rate the short lists in the follow-up survey.

Exhibit 1 shows the composition of survey respondents by area of educational policy expertise. This analysis shows that the distribution of participants was very similar for the first-round survey and the follow-up survey. About half of respondents were affiliated with organizations that work in the education policy field, which include: professional associations, advocacy groups, think tanks, and businesses. Individuals with academic affiliations made up the second-largest group of respondents. The representation of policymakers in the study increased for the second survey (from 11 to 18 percent of respondents). Members of foundations and media organizations constituted relatively small proportions of respondents for both rounds of surveys.



## 2.4. Survey Data Procedures

The open-ended responses from the first survey were tallied and coded. Responses to the influential-studies category proved somewhat challenging to compile. In some instances, for example, participants did not nominate a single discrete study. Instead, they might nominate a body of work by a particular researcher (e.g., Richard Elmore on school reform) or organization (e.g., The Education Trust on teacher quality). Likewise, some of the large-scale data and analysis projects that received nominations (e.g., the National Assessment of Educational Progress and the Trends in International Mathematics and Science Study) were also associated with an extensive collection of reports and publications. We developed a systematic strategy for accommodating this type of response pattern in our data compilation procedures.

Clearly defined studies such as commission reports or books were assigned unique study-level codes for tracking purposes. As just noted, we sometimes encountered vague references in the influential studies category or nominations citing a set of closely-related studies by the same author. We assigned such nominations a higher-order code referring to a broader body of work. The purpose of this exercise was to associate each nomination with either a specific, discrete study or a reasonably well-defined body of work. We did not encounter difficulties related to broad-worded or ambiguous responses for the other influence categories (people, organizations, and information sources).

For tallying nominations, expert respondents were allotted only five “votes” in each category. If they provided additional responses, only the first five were counted. For accounting purposes in the studies category, the higher-order codes for bodies of work were used for tabulations as applicable. Within each category, we ranked nominees according to the number of “votes” received. The top ten nominees were then selected for further consideration in the second-round survey. In most of the influence categories, however, there were ties for tenth place. This resulted in short lists with as many as 13 entries.

In our follow-up survey, we asked the experts to rate those short lists of nominees receiving the most votes. Our online survey employed an automated randomization function that presented the lists of the nominees in a different order for each respondent. Randomization procedures of this kind are used to eliminate order bias (i.e., the tendency for respondents to assign systematically higher or lower ratings to items that appear at the top of a list). The expert respondents rated the respective studies, organizations, people, and information sources on the scale of 1 to 5, with a score of five indicating the highest level of influence. Participants were instructed to reserve their highest ratings for the very best of the best.

Each section of the survey also contained an open-ended question asking the experts to describe what they believe their top-rated influentials had in common. Those comments were coded and analyzed qualitatively to provide an overall impression of reasons nominees might be considered influential.

## 2.5. Citation Searches

In addition to fielding expert-based surveys, we also performed an extensive citation analysis for the top-ranked studies. This portion of our investigation proved to be somewhat more challenging than anticipated, due to both the non-specific nature of some nominations and the amount of resources required to conduct comprehensive and comparable searches across the set of studies. For this portion of the study, we initially considered using the Google Scholar, a widely-cited resource for similar research. However, this search engine proved to be insufficiently precise for our purposes. For example, a test search for a well-known commission report generated only five reported hits in Google Scholar. In the end we felt it was not possible to guarantee quality results for two reasons. First, Google Scholar is still in preliminary “beta” form and potentially unstable. Second, the search mechanics and criteria cataloging documents in its data system were not publicly disclosed at the time of the analysis.

Experts on citation indexing have similarly caution against using Google Scholar because of its lack of transparency and questionable results. They do note, however, that in the changing media landscape, Google Scholar may eventually prove to be an important resource. Whereas some citation indexing services include only academic journals, Google Scholar indexes such non-traditional scholarly publications as white papers, electronic journals, and conference proceedings (Bauer & Bakkalbasi, 2005). Therefore, Google Scholar could potentially broaden the range of documents available for citation analysis by a considerable extent.

The electronic databases employed the current study – LexisNexis (also referred to as Nexis) and EBSCO’s Academic Search Premier (EBSCO) – are transparent regarding both the sources they index and their criteria for inclusion in their data systems. We carefully developed our search syntax with the

objective of producing the highest recall and relevance possible while also maintaining maximum consistency across searches. Professional librarians at Editorial Projects in Education spent nearly a week testing and revising the search strings. The EPE Library staff developed comparable search strategies for each nominee on the short list of top studies, which represented several study types: researchers with an extended body of work, studies by organizations, commission reports, and large-scale data collection and reporting projects (e.g., NAEP and TIMSS). All searches employed an end date of June 30, 2006. News or other citations appearing after that date are not reflected in our analysis.

Nexis, a leading search engine for news sources, was used to determine the number of mentions a study received in the media. The search was restricted to newspapers in the United States. (LexisNexis also has legal and public records databases, but these were not used in our search). Even when search strings are refined during several iterations of testing, some false hits almost inevitably will emerge in automated search results. To ensure the most accurate determination of the number of hits received by a study, all search results were thoroughly vetted. A verified hit for our purposes was defined as a media source that contained the search terms in the context of discussing or mentioning the target study. All types of coverage in newspapers were included. This means that hits could appear in news stories, op-eds, editorials, letters to the editor, news wire stories (with instances from different newspapers counted as separate hits), book reviews, announcements, or even obituaries. EPE researchers and librarians reviewed all search results, which included the date, source, title of the article, and the text of the article surrounding the search terms. Results that were clearly false were eliminated from further consideration. When hits were ambiguous given the initial search output, EPE librarians consulted the full-text article to make a final determination regarding the hit's validity. After vetting was completed, the total number of verified hits for each study was tabulated.

The EBSCO database was used to document the number of times a study was mentioned in peer-reviewed academic journals. EBSCO offers a citation indexing function, which reports the number of times a particular article is cited in other indexed journals. However, we were not able to use this feature because it would not support procedural consistency across the two types of citation searches, a primary goal in our analysis. Specifically, certain types of non-journal publications of interest for our project (e.g., reports published by non-profit organizations and commissions) may be cited in academic journal articles but are not themselves included as sources in the EBSCO indexing database. As a result, it was necessary to conduct full-text searches of all of the indexed journal articles to determine the number of hits received by a nominated study. Although time-consuming, a full-text search strategy produces more accurate and complete results. For example, a full-text search captures studies that are mentioned in the body of an article but not formally cited in the reference section. By comparison, EBSCO's citation indexing function captures only information appearing in the reference sections of cataloged articles.

Considerable effort was devoted to crafting the most reliable EBSCO search strings possible. As before, we prioritized high recall with high relevance and carefully vetted the results of all searches. The search output summary included the author, date, and title of the article, as well as the journal title and article abstract. Verification of initial search results employed procedures comparable to those described above for the Nexis search. Many false hits were easily recognizable by journal titles clearly unrelated to education policy (e.g. *Journal of General Internal Medicine* or *British Journal of Haematology*). Those false hits commonly included an author with the same last name and initials as an author of interest. Some results were ambiguous at first inspection, associated with journals that are not exclusively associated with education policy (e.g. *Journal of Sociology and Social Welfare*, *Cross-Cultural Research*). However, these hits sometimes proved to be valid upon closer review during vetting. Although electronic searches using database services like Nexis and EBSCO provide valuable tools for researchers, our experience suggests that careful vetting of the initial search output is also a critical step in obtaining accurate results.

## 2.6. The ERIC Database

Our analysis of influential studies also utilized information compiled from the Education Resources Information Center (ERIC). A digital library sponsored by the U.S. Department of Education's Institute of Education Sciences, ERIC contains education-related resources of all types dating back to 1966. ERIC includes both peer-reviewed journal articles and non-peer-reviewed documents, including: journal articles; reports released by various types of organizations (e.g., advocacy groups, foundation, government); and papers presented at conferences. However, ERIC does not catalog books.

To organize this extensive catalog, ERIC maintains a thesaurus of "descriptors" developed specifically for the education literature. Each document cataloged in the ERIC digital library is assigned multiple descriptor terms. It should be noted that ERIC descriptors are not the same as keywords. Keyword listings generally contain terms from the bibliographic record and do not always reflect the subject of a document. ERIC descriptors, on the other hand, are indexing terms that categorize the content of a document more precisely. For example, keywords may simply include proper nouns from the bibliographic record, such as the name of a particular test, whereas ERIC descriptors refer to the general topic of relevance (e.g., "testing" or "accountability"). Documents in the ERIC database are typically assigned between 5 and 15 descriptors.

Over half of the studies nominated in our first-round survey appeared in the ERIC database. In order to include all nominated studies in our analysis, the remaining studies were assigned ERIC descriptors by EPE Library staff, who are familiar with the ERIC system and thesaurus. They applied various strategies to ensure appropriate descriptors were assigned. For example, in many cases they were able to obtain relevant descriptors for a non-cataloged nominated study from similar research by the author that does appear in the ERIC database. For books, EPE librarians translated keywords from Library of Congress records into ERIC descriptors. In addition to the descriptor terms, we extracted several other data fields from the ERIC system for use in the data analysis described in more detail later in this report. Information for studies that did not appear in ERIC was compiled from supplemental sources. However these pieces of data (e.g., year of release and length of document) proved to be much easier to obtain than the topical descriptors.

### 3. THE “INFLUENTIALS”

As described in the study methodology section, a two-stage expert survey design was used to identify important studies, organizations, people, and information sources and to rate their level of influence. In addition to obtaining expert ratings, for the top studies we also conducted a series of citation searches to determine the rates at which these works were cited in the news media and scholarly literature. This information was used to construct a three-dimensional influence index for the leading studies. We begin our presentation of results with the analysis of the most influential studies, followed by the findings for the other three influence categories. The latter are based exclusively on expert ratings. The section closes with a discussion of themes that emerge from a cross-category examination of agents that have exerted strong and wide-reaching influence over education policy.

#### 3.1. The Leading Studies

The first round of expert surveys fielded for this study asked respondents to nominate the factors that they believed have exerted the greatest influence over the field of education policy during the past ten years. Based on a tabulation and ranking of nominations, we identified a short list of highly influential studies, organizations, people, and information sources. The top ten influentials in each category were selected for further consideration in our follow-up survey. Because ties occurred for tenth place in several categories, the short lists may contain as many as 13 total nominees. We then conducted a follow-up survey asking our pool of experts to rate the influence level of these leading first-round nominations. Exhibit 2 presents the short list of nominees for each policy-influence category.

The open-ended format of the questions in the initial expert survey was purposely intended to place as few constraints as possible on the participants' own definitions of “influence” and “study.” Essentially, we chose to err on the side of allowing the experts decide what these terms mean to them. This approach had the benefit of eliminating the possibility that our own preconceptions might bias the pool of nominated studies. But this strategy also introduces the prospect that a very diverse, and perhaps qualitatively distinct, set of nominations might be generated within a given category. This did indeed prove to be the case, as the list of leading studies shows. (Detailed profiles of the leading studies can be found in Section 5.1 of this report.)

The studies ranking in the highest tier of influence are quite different from one another in a variety of ways. Some nominees conform to a conventional understanding of a study as a relatively discrete work taking the form of a clearly identifiable core product like a report, monograph, or commission proceedings. The National Reading Panel's 2000 report *Teaching Children to Read* very much fits this mold, as do: the two National Research Council reports appearing on the list (*How People Learn* and *Preventing Learning Difficulties*); *What Matters Most: Teaching for America's Future*, a report by the National Commission on Teaching and America's Future (NCTAF); and the American Diploma Project's *Ready or Not: Creating a High School Diploma that Counts*.

It is perhaps interesting to note that respondents often cited broader bodies or collections of work rather than individual reports and publications when asked to identify influential studies. Several researchers, for example, were nominated for strands of investigation on particular topics: Richard Elmore on school reform; Jay Greene on graduation rates; Paul Peterson on school choice and vouchers; and William Sanders on value-added methodology. The Education Trust, as an organization, was recognized in a similar manner for a series of reports highlighting the issue of teacher quality. The Tennessee Student/Teacher Achievement Ratio experiment (Project STAR) offers another twist within the set of influential studies that might be labeled research strands. Project STAR is represented by a variety of studies (e.g., the original program evaluations, follow-up studies, reanalyses) conducted by a number of

## Exhibit 2: Leading Nominees for Influence by Category (in alphabetical order)

Studies	Organizations	People	Information Sources
Education Trust on teacher quality	Achieve, Inc.	George W. Bush	Education Gadfly
<i>How People Learn: Brain, Mind, Experience, and School</i> (1999). National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	American Federation of Teachers (AFT)	Bill Clinton	Education Next
Jay P. Greene on high school graduation rates	Bill & Melinda Gates Foundation	Linda Darling-Hammond	Education Trust
<i>National Assessment of Educational Progress (NAEP)</i> . U.S. Department of Education	Center on Education Policy (CEP)	Chester E. Finn, Jr.	Education Week
Paul E. Peterson on school choice and vouchers	Education Trust	Bill Gates	Eduwonk
<i>Preventing Reading Difficulties in Young Children</i> (1998). National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	National Education Association (NEA)	Kati Haycock	National Assessment of Educational Progress (NAEP)
<i>Ready or Not: Creating a High School Diploma that Counts</i> (2004). American Diploma Project	National Governors Association (NGA)	James B. Hunt, Jr.	National Center for Education Statistics (NCES)
Richard F. Elmore on school reform	Thomas B. Fordham Foundation	Edward Kennedy	New York Times
<i>Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> (2000). The National Reading Panel	U.S. Congress	G. Reid Lyon	Public Education Network (PEN) Weekly NewsBlast
Tennessee Student/Teacher Achievement Ratio (STAR) experiment and related studies	U.S. Department of Education	George Miller	U.S. Department of Education
<i>Trends in International Mathematics and Science Study (TIMSS)</i> . International Association for the Evaluation of Educational Achievement and National Center for Education Statistics		Richard W. Riley	Washington Post
<i>What Matters Most: Teaching for America's Future</i> (1996). National Commission on Teaching and America's Future		Marshall (Mike) Smith	
William L. Sanders on value-added methodology and the Tennessee Value-Added Accountability System		Margaret Spellings	

independent researchers and institutions. The common denominator here is the focal class-size intervention and experimental evaluation, which catalyzed an more extensive series of investigations.

Furthest removed, in some regards, from the conventional conception of a study are the National Assessment of Educational Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS). Far from being a single discrete piece of work, NAEP is a long-running student assessment and data collection initiative of the U.S. Department of Education. Congressionally mandated and first conducted in 1969, NAEP now consists of several distinct testing programs (national, state, and long-term trend assessments) involving students at several ages and grade levels and spanning numerous academic subject areas. Likewise, the international TIMSS study (formerly the Third International Mathematics and Science Study) has at its core a large-scale student assessment combined with the collection of background and contextual data as well as major research components examining

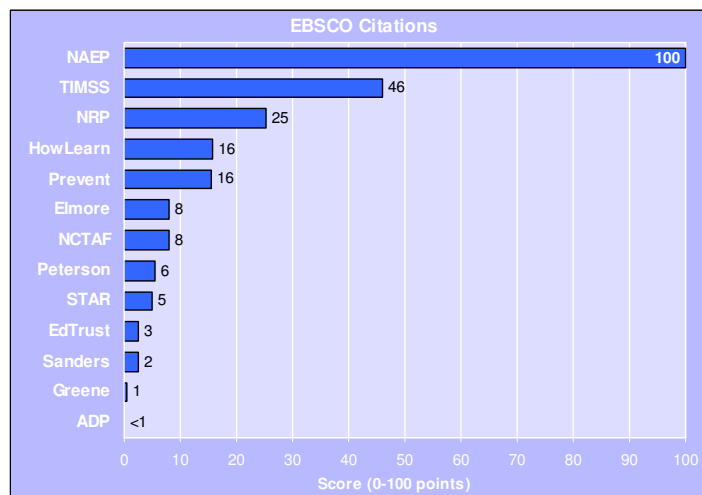
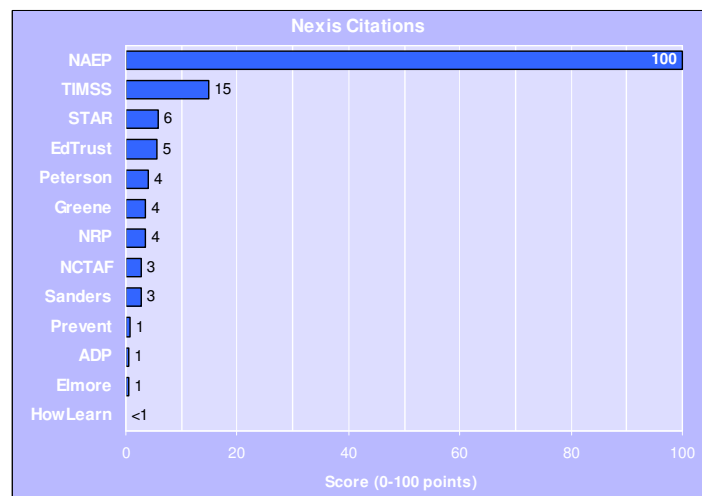
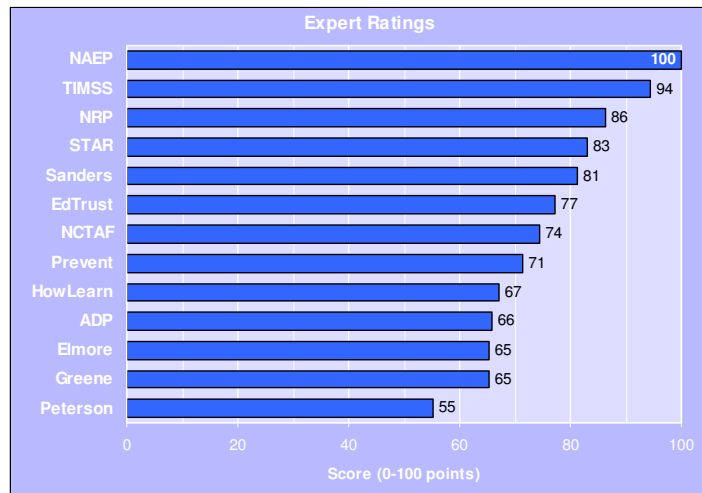
curricular content and instructional practices. With three waves of data collection conducted since 1995 (and another slated for 2007), TIMSS is also a direct successor to an earlier series of international studies organized by the International Association for the Evaluation of Educational Achievement (IEA).

We calculated an Influence Index for each of the leading studies using three sources of information, with the intent of gauging distinct factors that contribute to the influence of a study. The first component in this triangulation strategy is the average rating awarded to the study in the second round of expert surveys. Respondents rated each member of the short list on a scale of 1 to 5, with higher values indicating more influence. Next, we conducted citations searches for these studies using two extensive electronic information services – Nexis and EBSCO Academic Search Premier. As described earlier in the study methodology section of this report, we used Nexis to identify references to the studies in about 460 U.S. newspapers. The EBSCO search engine was employed to locate citations in peer-reviewed journals. The two additional study influence indicators, accordingly, are the number of verified “hits” returned from Nexis and EBSCO.

Although there is no single agreed-upon way to gauge the influence of a study, we believe that the method developed for the current investigation has several strengths. First, we rely on a combination of evaluative information (expert ratings) and quantitative data (citation hits). Second, the three metrics used in the study capture distinct but related aspects of influence, affording a combination of coherence and breadth. Diagnostic analyses conducted during the construction of our final influence metric showed that the expert ratings have a strong, positive, and statistically significant correlation with both Nexis and EBSCO hits – higher expert ratings were associated with more hits. The Nexis and EBSCO measures were positively but not as strongly related to one another, suggesting some level of distinctiveness between news media hits and academic citations. Third, these empirical and conceptual properties of the indicators validate the decision to develop a multidimensional index incorporating the three separate elements. This approach allows us to characterize both the overall level of influence of a study as well as examine patterns within the three sub-domains of the measure.

For ease of interpretation and comparison, we have converted the scores for the three subcomponents (average expert ratings and the numbers of hits from news media and academic publications) to a common scale. Specifically, each study’s score was expressed as a percent of the highest-scoring study and converted to a 100-point scale. To take a hypothetical example, suppose the study receiving the highest expert ratings had an average score of 4.0 on the 5-point scale. This original score would be converted to a value of 100 on the final scale. Accordingly, a second study receiving an average rating of 2.0 (half of the highest value) would be converted to a score of 50 points on the final 100-point scale. Similar procedures would be applied for citation search results. While translation to a common metric allows us to create a composite index for overall influence, the rescaled component indicators retain the same statistical properties as the original raw scores.

### Exhibit 3: Exhibit 3: Study Influence Indicators



Within this section of the report we will analyze differences among the top nominees in the various influence categories. It should be emphasized that discussions deal in relative distinctions. All of the studies, organizations, people, and information sources featured here are influential in a conventional sense, having been singled out for further attention by virtue of strong showings in our initial expert survey. So, with regard to the top influentials, we will be calling attention to gradations (sometimes minor, sometimes major) within a prequalified group of nominees. Listings of all studies, organizations, people, and information nominated in our first-round survey can be found in Section 6.1 of this report.

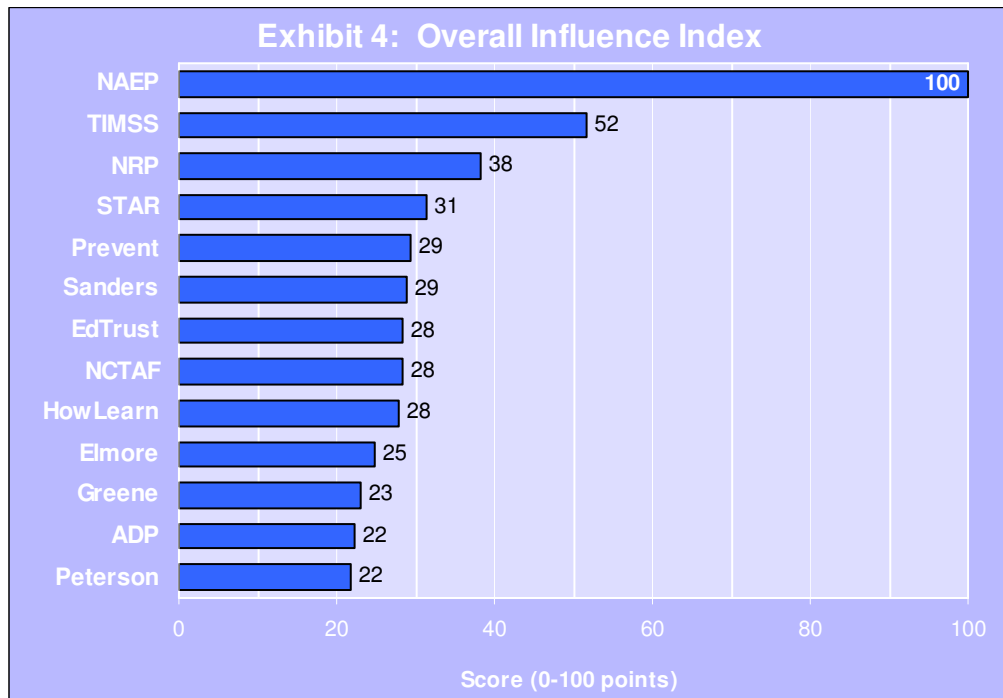
Exhibit 3 presents results for the leading studies. The three influence sub-scores are reported, with each converted to a 100-point scale. In the top panel, we find that NAEP earned the highest average rating from the expert survey respondents. NAEP's top score of 4.3 on the original 5-point scale has been rescaled to 100 points here. TIMSS follows closely behind the leader with a score of 94. The National Reading Panel (NRP) report and Project STAR rank third and fourth. Scores range considerably among the set of top studies, from a high of 100 to a low of 55. We note that several of the individual researchers (Elmore, Greene, Peterson) appear toward the lower end of the expert-rating scale, with scores between 55 and 65. Sanders' work on value-added methodology fares considerably better with a score of 81.

The center panel relates a much different empirical pattern of influence as measured by the exposure of the respective studies in the news media. NAEP emerges as the unambiguous leader. With more than 10,000 verified hits in the Nexis search, NAEP clearly dominates the field of top studies. The next-closest contender, TIMSS, receives a far smaller number of citations. Its score of 15, means that TIMSS has only 15 percent as many hits as NAEP (about 1,500 citations in all). The remaining studies score even lower, with values that range from about 6 to less than 1 on this 100-point scale. It is worth noting that, in absolute terms, these studies often receive a substantial amount of attention in the press. The National Reading Panel, to take the median study as an example, had 360 hits in Nexis. However, this does not alter the empirical reality that NAEP enjoys an unparalleled level of influence in terms of news coverage.

To a large extent, we find this reality replicated when we examine the results for the EBSCO citation search. NAEP again emerges as the top-ranked study, with its 100-point score corresponding to 1,680 verified hits in peer-reviewed journals. The disparities among studies are rather considerable, although not quite as pronounced as the results of the Nexis search. TIMSS follows in second place with a score of 46, about half that of the leader. The National Reading Panel's third-ranked score corresponds to roughly half the number of citations garnered by the runner-up. The EBSCO scores for the remaining top-tier studies range from a value of about 16 to less than 1 on the 100-point scale.

In Exhibit 4, we determine the overall influence level of the studies by taking the average of the three individual sub-scores reviewed above. This calculation places equal explicit weight on the trio of distinct aspects of influence examined in this investigation – the views of experts, exposure in the news media, and frequency of citation in journals. Since we have reported the results for component scores separately, readers would be able to calculate their own indices that might make other assumptions regarding the relative importance or weight of the individual influence sub-dimensions.

NAEP rises to the top of the field with an overall index value of 100 points. The study earns a “perfect” score by receiving top rankings for each of the three individual influence elements. This result was easily anticipated given NAEP's dominant performance with respect to both news and journal citations. TIMSS, which ranked second in all three of the study's influence categories, also receives the second-highest overall index score at 52 points. Ranked third is the National Reading Panel's *Teaching Children to Read*, which received relatively high scores from expert ratings and for journal citations.



A large portion of the studies, almost half of the leading group, are tightly clustered with scores in the range of 28 to 31 points. In particular, the commission reports that made the short list tend to be heavily concentrated in this intermediate influence band. Project STAR, Sanders' research on value-added methodology, and the Education Trust's work on teacher quality also appear in this range. The four remaining studies fall in a final cluster that captures strands of work by individual researchers and the American Diploma Project's 2004 study *Ready or Not: Creating a High School Diploma that Works*. Index values for this final set of nominees range between 22 and 25 points.

In the final analysis, this investigation is most successful at identifying the very best of the best. NAEP, TIMSS, and (to a somewhat lesser extent) the National Reading Panel emerge as clear leaders. Nearly 50 points separate the first- and second-place studies, with the runner-up and third-ranked studies falling 14 points apart. By comparison, the scores for the remaining ten studies that make up the short list fall within a range of about 10 points on the influence index. As a result, our ability to make meaningful distinctions among most of these studies and to draw inferences from their relative standings is quite limited.

As a final observation on study influence scores, we return briefly to an issue raised earlier – the weighting of the three component sub-scores or, more precisely, the decision to not differentially weigh these elements. By taking a simple average of the three individual scores, we have adopted an empirically-neutral position of explicitly assigning each dimension an equal weight in the final influence index. Nevertheless, this decision may carry implicit consequences. The results of the citation searches show that the top-ranked study (NAEP) receives the lion's share of verified hits. Although the pattern is similar for both searches, it is more extreme for the Nexis news media search, where NAEP earns more than twice as many hits as the rest of the studies combined. On the one hand, this highly uneven distribution of influence reflects reality. On the other hand, it can also affect the empirical properties of these two component indicators. Although all three component scores appear on a common 100-point

scale, the Nexis and EBSCO indicators contribute relatively little information to the overall index since these sub-scores are not very effective at differentiating influence levels for most of the studies. This occurs because only NAEP and, to a lesser extent, TIMSS receive an appreciable number of points from the citation dimensions.

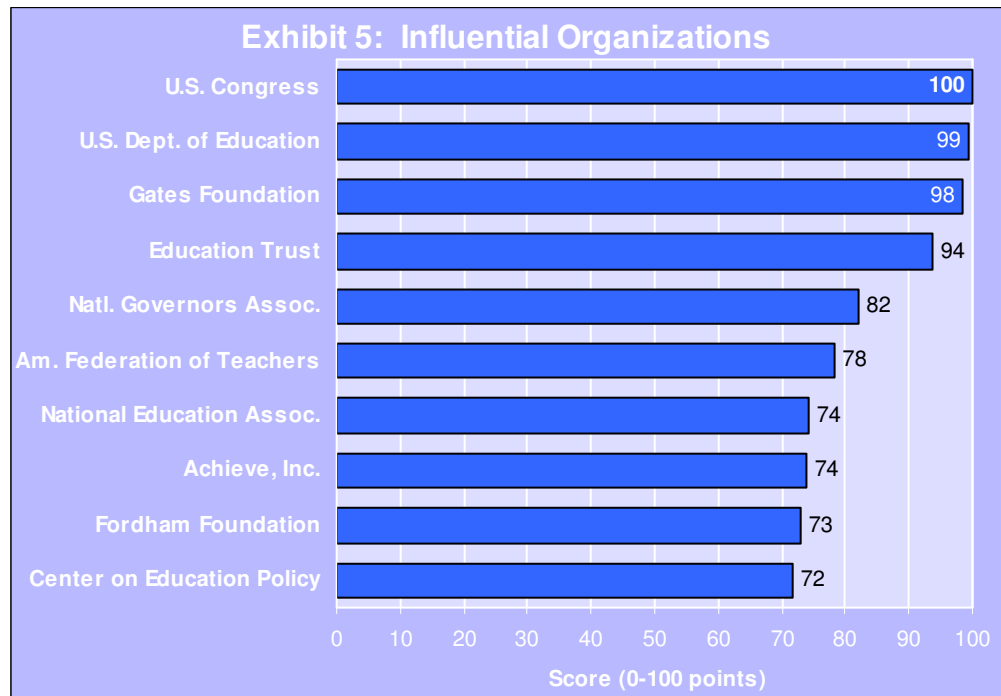
In essence, then, the overall index places more implicit weight on the expert ratings, the only component for which most studies fare reasonably well. Additional analyses, not reported here, were performed to explore alternative scaling strategies that could be used to minimize the disproportionate influence of NAEP's extremely high scores for the Nexis and EBSCO searches. This exercise met with some success in improving the variability of overall index scores. Even so, a large number of studies continued to fall into a relatively narrow score range, limiting the ability to make distinctions among them.

### 3.2. Influential Organizations

Our short list of influential organizations in education policy was identified using the two-stage expert survey method described above for the studies category. As Exhibit 5 shows, the leading organizations represent an assortment of non-profit, governmental, membership, and philanthropic institutions. More detailed profiles of these organizations can be found in Section 5.2 of this report.

The top places in this leading group are occupied by two government entities (representing the legislative and executive branches) and a philanthropy. All three finish in a virtual dead heat with scores between 98 and 100 points. The United States Congress, with primary authority for enacting education legislation, just edges out the U.S. Department of Education, the executive branch agency responsible for implementing federal policy and programs as well as coordinating with state and local education agencies. The U.S. Department of Education oversees approximately \$89 billion in appropriations (fiscal year 2006). The largest individual largest programmatic components are associated with Title I aid to low income students and schools and with IDEA grants for special education. Despite the fact that federal sources account for less than 10 percent of all public education dollars, our results suggest that expert respondents believe that the federal government has wielded significant influence over course of educational policy during the past decade.

The third-place organization, the top-ranked philanthropy on the short list, is the Bill & Melinda Gates Foundation. Established in 1994, the foundation has rapidly grown into the world's largest philanthropic organization, with an endowment of over 29 billion dollars in 2006. A recently-announced and highly-publicized gift from Warren Buffet, estimated to be worth about 37 billion dollars, will almost certainly add to the foundation's clout. In addition to high profile international and global health initiatives, the Gates Foundation's Education Division has gained prominence for its high school reform initiatives, which have sparked a powerful small schools movement across the nation. Although its high school work was initially identified strongly with the call for small-school restructuring, the foundation since then has more heavily emphasized small size as a component of a more elaborated reform strategy that embraces rigor, relevance, and relationships (the foundation's oft-cited "Three R's") and emphasizes the importance of both systemic action and site-based grant-making.



The other ranked philanthropic institution, the Thomas B. Fordham Foundation, can be found in the lower tier of this leading group with a score of 73. The Fordham Foundation's grant-making and activities support work on elementary and secondary educational reform in a variety of areas. It promotes research, publications, convenings, and action programs with a national scope on topics ranging from academic standards to curriculum to school choice. Among its highest-profile activities is a widely-read weekly electronic newsletter, the *Education Gadfly*. In addition, the foundation awards two Fordham Prizes annually for distinguished scholarship and valorous leadership in the service of educational reform. The foundation's national and state efforts are complemented by a local program focusing on its hometown of Dayton, Ohio.

A substantial share of the leading organizations, including the fourth-ranked institution, come from the non-profit sector. These organizations all promote active educational improvement, research, and advocacy agendas, although each with a different emphasis. With an index score of 94, The Education Trust approaches the influence level of the top three finishers and pulls ahead of the other non-profit nominees. With a mission that emphasizes advocacy and research in the service of school improvement on a number of fronts, Education Trust is widely known for its efforts to close achievement gaps between disadvantaged students and their more affluent peers and for its work on teacher quality issues.

Scoring considerably lower than the top influence leaders, with index values of 74 and 72 respectively, are Achieve Inc. and the Center on Education Policy. Achieve was founded a decade ago through a partnership of the nation's governors and prominent business leaders to promote an agenda aimed at improving academic standards and strengthening assessment and accountability. With activities that combine national issue leadership with outreach and support to the states, Achieve has become a major voice for high school reform. Its efforts in this area include sponsoring (with the National Governors Association) the 2005 National Education Summit on High Schools and the American Diploma Project Network (a partnership with the Education Trust and the Fordham Foundation). The American Diploma Project's 2004 report *Ready or Not*, was noted earlier as a top-tier influential study.

The Center on Education Policy seeks to provide an independent voice for the improvement of academic quality in public schools nationwide. In this vein, CEP plays a major role as a convener among the policy community in the nation's capitol, with the goal of fostering discussion and debate among parties with differing points of view on key issues facing the nation's schools. In addition to its national policy work and technical assistance to states, the Center also publishes an electronic newsletter and reports on a variety of issues. The fourth edition of its *From the Capitol to the Classroom* report series on the implementation of the No Child Left Behind Act was released in August 2006.

Three membership organizations occupy the center of this leading pack of nominees. The National Governors Association supports the work of governors and the states in the nation's capitol, while the American Federation of Teachers and the National Education Association represent the interests of teachers and education professionals across the country. The bipartisan NGA's advocacy on behalf of governors spans a full range of public policy areas, with its work in education supported by the NGA Center on Best Practices. The Center works to identify and implement innovative solutions to problems facing the states. In recent years, the NGA has been active in the area of high school reform, sponsoring national summits and promoting an initiative to improve the way states calculate graduation rates.

The American Federation of Teachers (an affiliate of the AFL-CIO) and the National Education Association are both labor unions. As such, they work to safeguard rights and improve working conditions and quality of life on behalf of their constituents – teachers and others employed in the field of education. Nationally, these organizations promote this agenda through a combination of lobbying, issue advocacy, convening, and publications and information services for members. With combined memberships of over 4 million nationwide, the AFT and NEA also coordinate many state- and regionally-focused activities through their local affiliates and chapters.

### 3.3. Influential People

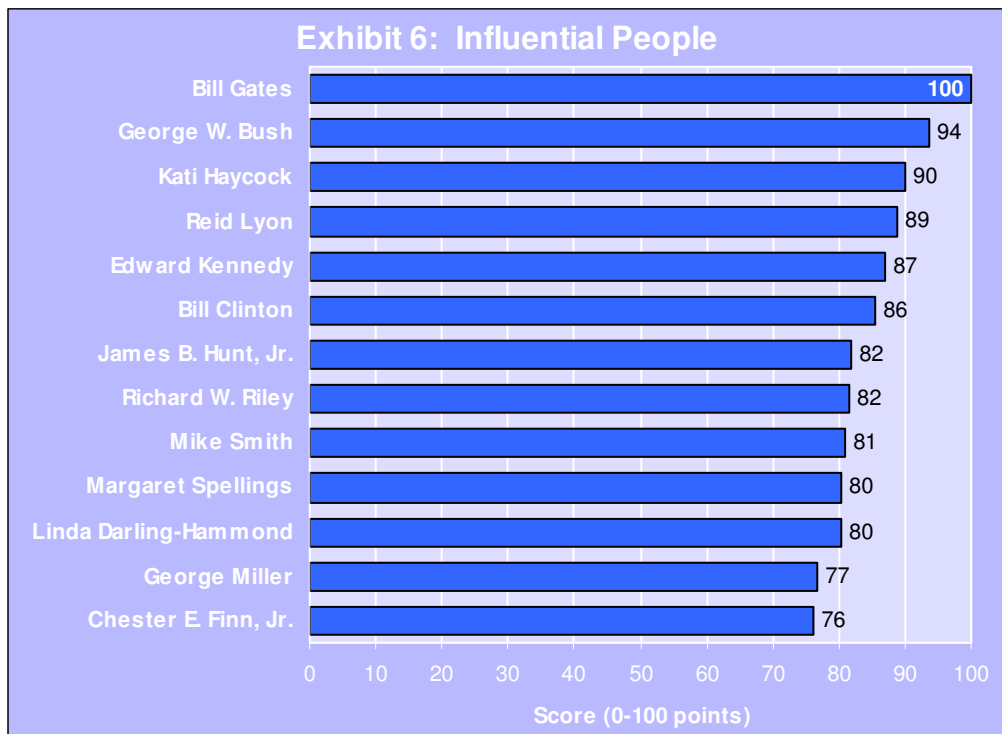
The thirteen individuals on the short list of highly-influential people span a range of roles, backgrounds, and institutional sectors (Exhibit 6). Unlike the other categories of influence, people change their affiliations over time. As a result, some of the nominees have held a variety of prominent public roles presently and in the past. We will focus here primarily on most recent associations and positions of note for educational policy, with more detailed information reported in Section 5.3. In general, nominees can be grouped into four main categories: elected officials, representatives of government agencies, leaders of philanthropies and non-profit organizations, and academics.

The top-ranked person, based on expert ratings, is Bill Gates. Billionaire, founder of Microsoft, and co-chair of the Bill & Melinda Gates Foundation (discussed earlier as an influential organization), Bill Gates has become a leading voice for educational reform. Many of his strongest statements have focused on the challenges facing the nation's high schools and, more recently, the crucial role of education in America's ability to remain competitive in an increasingly global economy. Two other leaders of philanthropic institutions appear on the short list of influential people. Marshall (Mike) Smith, posting an influence index score of 81, has directed the education program at the William and Flora Hewlett Foundation since 2001. Prior to this, Smith served as a high-ranking education official in the Clinton and Carter administrations and built a reputation as a leading academic at Harvard, the University of Wisconsin, and Stanford (where he served as the dean of the School of Education). With an influence score of 76, Chester Finn Jr. currently serves as the president of the Thomas B. Fordham Foundation (a leading organization), senior editor of *Education Next*, and as a weekly columnist in the Fordham Foundation's *Education Gadfly*. Over a long career in education, Finn has held numerous positions as an academic, on boards, and in government and has published extensively on educational reform issues. *Education Gadfly* and *Education Next* are both profiled later in this report as influential information sources.

A large share of top nominees in the influential people category are elected government officials and leaders of government agencies. However, their influence scores range considerably, from near the top of the rankings (President George W. Bush with 94 points) to the lower tier of the leading group (Representative George Miller with 77 points). Among nominated politicians currently in office, President Bush, Senator Edward Kennedy, and Representative Miller all earned places on the short list for shaping education policy during the past decade. Bush’s accomplishments, of course, include the No Child Left Behind Act of 2001, which has affected both federal and state policy in innumerable ways. As long-standing legislators and (currently) top-ranking minority leaders of the Senate and House education committees, Kennedy and Miller were key actors in the bipartisan effort to pass NCLB. The lawmakers also played major roles in the previous 1994 reauthorization of the Elementary and Secondary Education Act (of which NCLB is the current incarnation) during the administration of President Bill Clinton, who also appears on the list of leading persons in education policy.

Several other nominees currently or have recently held appointed offices in government. G. Reid Lyon, a primary architect of the federal Reading First initiative, served as Chief of Child Development and Behavior at the National Institution of Child Health and Development (NICHD). Margaret Spellings and Richard Riley are, respectively, current and former Secretaries of Education. During her tenure, Spellings has been charged with continuing implementation of the No Child Left Behind Act, which she also helped to shape during her earlier tenure as a domestic policy advisor in the White House. Prior to heading the Department of Education throughout the Clinton administration, Riley earned a reputation as an education governor during two terms as the chief executive of South Carolina.

Another former governor appearing as a leading influential is James B. Hunt Jr., who was elected to four terms in North Carolina. During that period he also served as the chair of the National Commission on Teaching and America’s Future, whose influential 1996 report *What Matters Most* was discussed previously. Hunt continues to advocate on behalf of educational reform and teacher quality as chairman of the non-profit James B. Hunt, Jr. Institute for Educational Leadership and Policy. One other nominee currently leads a non-profit organization. Kati Haycock, who receives the third-highest influence score,



serves as director of the Education Trust which earned a spot on the shortlist of highly-influential organization. With a long record of child and student advocacy that includes a tenure at the Children’s Defense Fund, Haycock has also authored a number of prominent Education Trust reports on teacher quality and other issues.

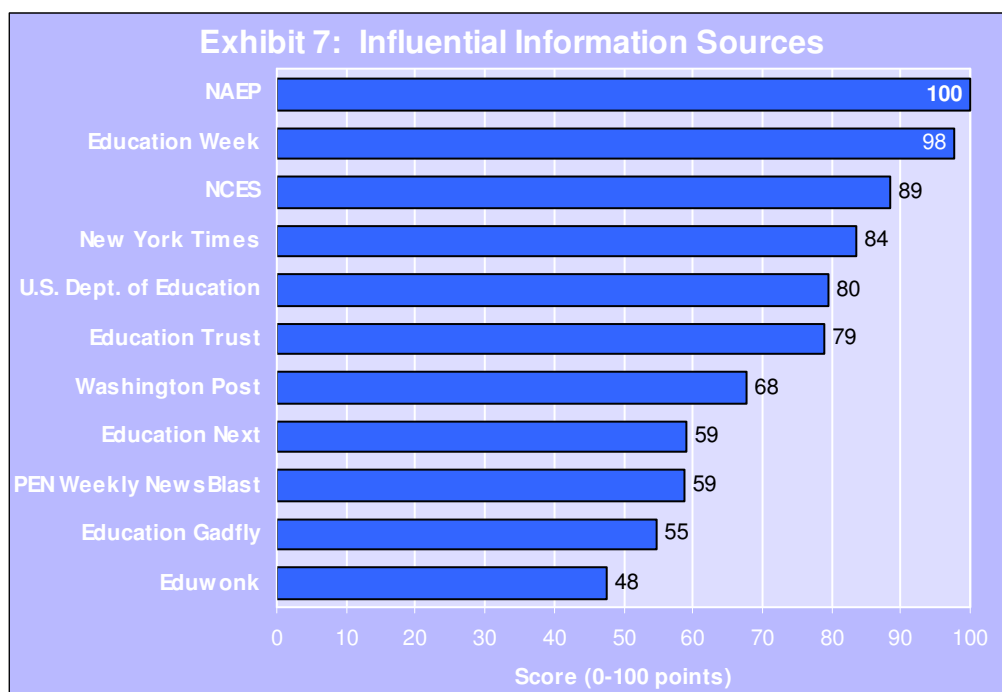
Although several nominees in this category have distinguished backgrounds in academia, only one currently serves as a full-time academic. A professor at Stanford University’s School of Education, Linda Darling-Hammond has built a reputation as a leading scholar and expert in educational policy and practice, professional development, and effective teaching. Between 1994 and 2001 she served as the executive director of National Commission on Teaching and America’s Future.

### 3.4. Influential Information Sources

The list of top-ten information sources includes an eclectic combination of traditional print publications, “new media” outlets such as electronic newsletters and blogs, governmental sources, a journal, and a non-profit organization. Reminiscent of the findings for influential studies, respondents apparently had diverse views about what constitutes an “information source” (see Exhibit 7).

The leading information source – the National Assessment of Educational Progress – was discussed earlier as the top-ranked influential study. We noted that NAEP offers a depth and breadth of information to the public in the form of statistical indicators, databases, descriptive and technical reports, research studies, on-line data tools, and brief publications designed for the general public. The National Center for Education Statistics and the U.S. Department of Education also appear among the more highly-ranked information sources on our short list. This pattern suggests that the Department of Education exerts a strong and broad influence on the information that shapes public understanding of educational issues and policy strategies. The Department can accomplish this in a variety of venues.

With a score of 98, *Education Week* follows closely behind NAEP as a top information source. Founded as a weekly print trade publication by the non-profit Editorial Projects in Education and self- identified as “American Education’s Newspaper of Record,” *Education Week* is widely-read in policy and



administration circles. In recent years, the paper has considerably expanded its electronic media offerings through the edweek.org website. Two national daily newspapers – the *New York Times* and the *Washington Post* – are also represented among influential information sources for their coverage of education and policy issues.

Several “new media” operations also ranked among the most influential information sources, although on the lower end of the short list. This group includes two electronic newsletters. The Public Education Network’s *PEN Weekly NewsBlast* provides short synopses of recent news on education and school reform as well as school fundraising resources. The Fordham Foundation’s *Education Gadfly* includes a weekly column from Checker Finn (or a guest contributor) in addition to reviews of recent studies, announcements, and a recently-launched podcast (the Education Gadfly Show). A web log or blog – *Eduwonk* – also claimed the final spot on the list of leading information sources. Sponsored at its 2004 inception by the Progressive Policy Institute and currently hosted by Education Sector, *Eduwonk* is written by policy expert Andrew Rotherham with contributions by occasional guest bloggers.

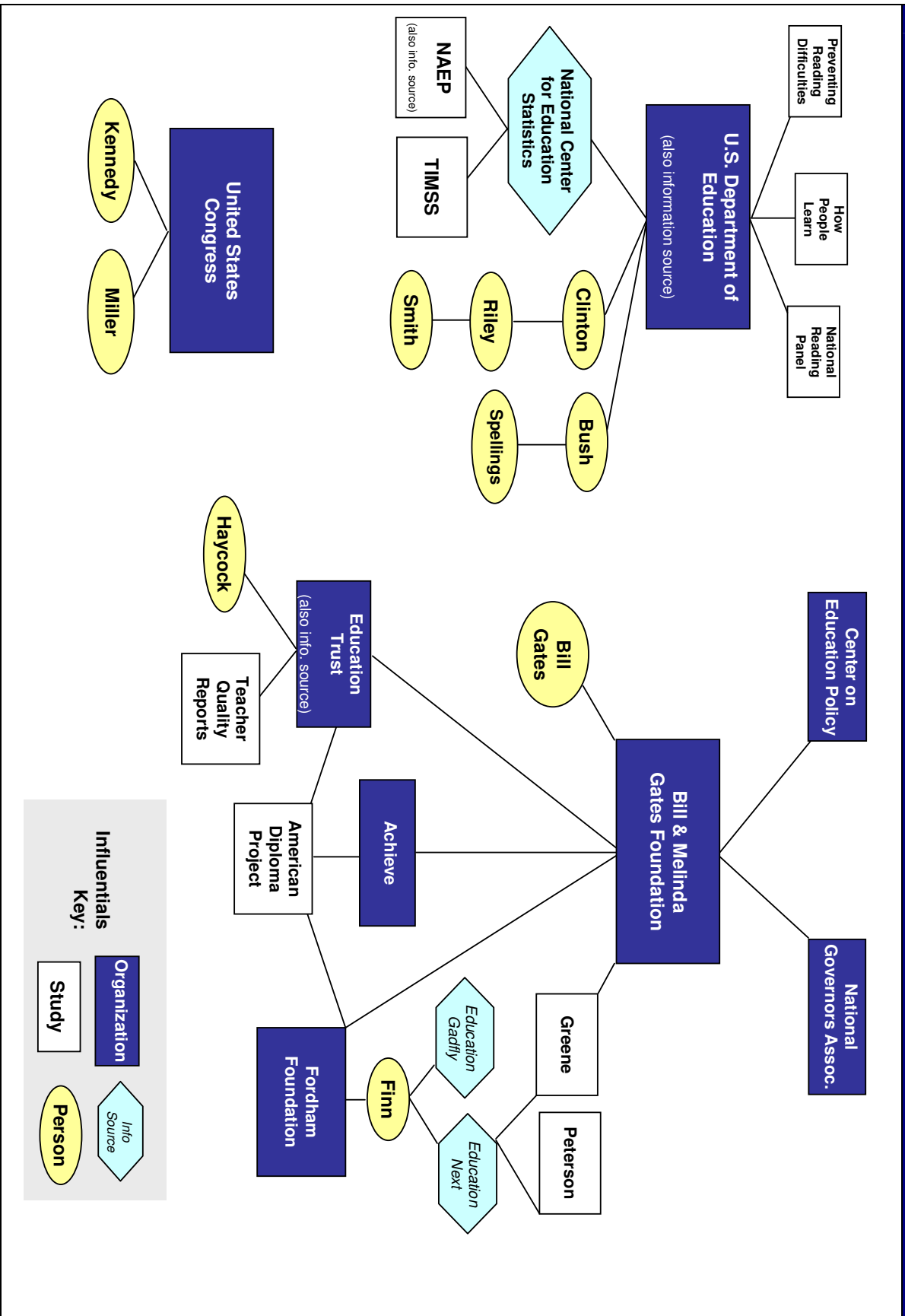
Rounding out the leading information sources are the Education Trust and *Education Next*. The Education Trust’s information outreach efforts include speaking engagements and presentations by key staff members, its *Thinking K-16* report series, and special reports on a range of topics. Published by Stanford University’s Hoover Institution, *Education Next* features articles from leading education researchers and prominent policy commentators. It is also the only peer-reviewed periodical ranked among the top information sources.

### 3.5. A Tangled Web of Influence

As the preceding discussion attests, the question of what influences educational policy can be a difficult problem to untangle. Certainly numerous interconnections exist among the leading studies, organizations, people, and information sources receiving high marks in our expert surveys. At times, ties among these influentials may be clear, unambiguous, and a matter of public record (indeed, sometimes actively publicized). But in other cases, the connections may be more subtle or difficult to perceive. Exhibit 8 represents an attempt to illustrate some of the major connections among the nominees discussed above. Admittedly, this accounting may be incomplete.

We first note a major division between clusters of influence grounded respectively in the public sector (i.e., government) and the private sector (e.g., foundations, non-profit organizations). The most prominent public sector influence cluster is organized around the U.S. Department of Education, nominated as both a leading organization and information source. Five of the influential individuals have a direct affiliation with the Department through positions in the executive branch (including Bush and Clinton). The Fordham Foundation’s Chester Finn could also be added to that list for government service earlier in his career. The Department of Education is also home to the National Center for Education Statistics, the agency’s statistical arm. In turn, NCES oversees NAEP and TIMSS, the two highest-ranked studies. The Department also played a role in establishing the National Academy of Sciences commission that released two of the influential reports and (with NICHD) served as a convener of the National Reading Panel. As such, the Department of Education has direct or indirect connections to a substantial share of highly-ranked studies and people.

Exhibit 8: Influence Interconnections



Within private sector influence networks, the Gates Foundation represents one major center of gravity. The foundation itself ranks third as an influential organization and its co-chair, Bill Gates, emerged as the most influential person in the education policy field during the last 10 years. The Foundation has also provided funding support for five of the other ranked organizations (half of the leading group) and a researcher who authored a set of nominated studies (Greene).

The Education Trust emerges as another central player in the education policy landscape. The Education Trust stands as a leading organization, is home to the third most influential person (Haycock), and was awarded a top spot in the influential studies category (for its work on teacher quality). The Education Trust is also a co-sponsor (with Achieve and the Fordham Foundation) of the American Diploma Project and its 2004 report *Ready or Not*, which appears on the short list of leading studies.

Finally, we find the Fordham Foundation at the center of another hub of influence within the private sector. Led by influential person Chester Finn, the foundation publishes one leading information source (*Education Gadfly*) and sponsors a second (*Education Next*). Finn holds editorial positions with both publications. In addition, two authors of nominated studies also serve in official capacities with *Education Next* – Peterson as editor-in-chief and Greene as consulting editor.

Although these patterns are certainly intriguing, we cannot claim to have examined the issue of interconnections and collaborations exhaustively. For instance, we have not systematically explored ties related to service on commissions and boards of trustees or advisors. Such connections do exist. For example, influential persons James Hunt and Linda Darling-Hammond respectively served as the chair and executive director of NCTAF at the time it released *What Matters Most*. However, it is difficult to say how widespread such connections may be. In addition, we have not examined in-depth the question of periodic or more informal collaborations among organizations for convenings, events, or policy initiatives. Nevertheless, the overview presented here offers a useful starting point for those wishing to conduct a more comprehensive analysis specifically focusing on the question of influence networks in education policy.

## 4. THE ANATOMY OF INFLUENCE

Up to this point the report has, in various and largely descriptive ways, attempted to offer insights into our central question – What makes a study influential? In this section, we will approach the issue from a different direction. Here we present a summary of results from in-depth data analyses conducted to assess the characteristics of influential studies from a quantitative perspective.

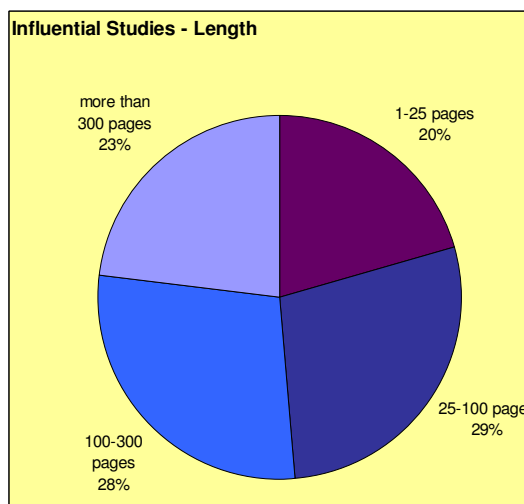
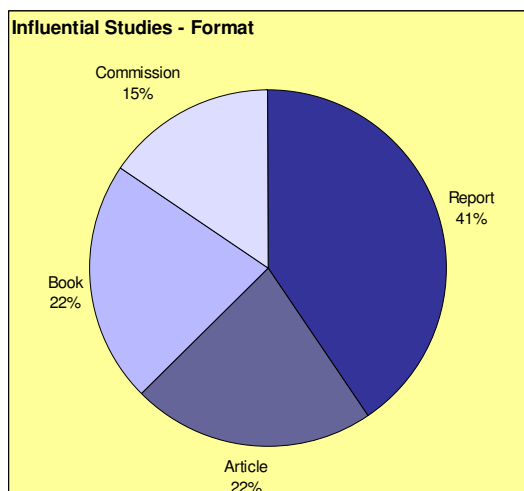
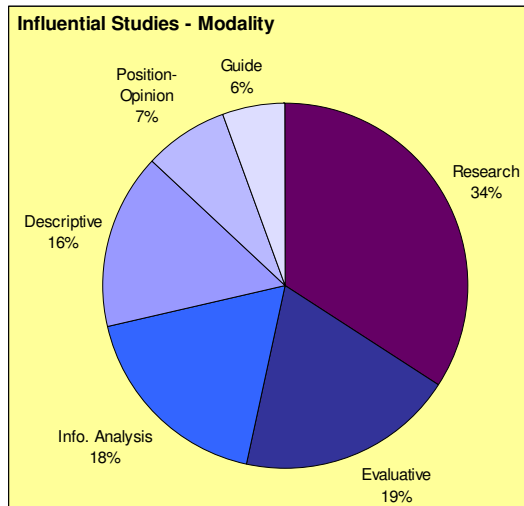
We first compiled the full list of studies nominated by the respondents of our first-round expert survey. In some cases, respondents provided vague or non-specific responses, such as “NAEP” or “Education Trust studies of teacher quality.” In these situations, we identified a representative report from the respective organization or researcher. Next we obtained full bibliographic citations for each of these studies from the U.S. Department of Education’s ERIC information database and supplemental sources, enabling us to compile an original dataset with key pieces of consistently-defined information for each study. That information includes: publication format, modality or type of study, date of release, sponsor or institution releasing the study, length of document, and an accounting of the substantive topics addressed by the study.

### 4.1. Characteristics of Influential Studies

The first stage of our data exploration involved performing descriptive statistical analyses to quantify the characteristics of the entire set of nominated studies. We employed a nomination-level database, meaning a study receiving more than one nomination from our survey respondents appears more than once in the database (in proportion to the number of nominations it received). The results, therefore, capture the representative features of studies collectively identified by the expert respondents as having a strong influence over education policy.

Exhibit 9 reports the distribution of influential studies by modality, document type, and length of study. With respect to modality, we find that a large share of all nominated studies (about one third) can be classified broadly as research studies. Although this category covers a substantial amount of ground, such studies generally have in common the application of a research design to answer hypotheses or questions. (See Exhibit 10 for descriptions of the study modality categories used here). By comparison, 19 percent of the studies consist of evaluative treatments, with similar numbers classified as information analyses and descriptive studies. Many of the studies falling into these latter categories would certainly qualify as “research” in a conventional sense. In this particular context, the use of more specific terms like evaluative, information analyses and descriptive reflects the nature of the information provided by the study and its mode of presentation. The remaining studies are about evenly divided between position or opinion statements and practically-oriented guides.

### Exhibit 9: Characteristics of Influential Studies



<b>Exhibit 10: Descriptions of Study Modality Categories</b>	
<b>Study Modality</b>	<b>Description</b>
<b>Research</b>	This category captures original research in the form of quantitative and qualitative investigations, experimental statistical studies, surveys, case studies, and systematic scientific investigations that aim to establish facts and/or generalizable principles. Emphasis is placed on materials utilizing a formal research design.
<b>Evaluative</b>	Studies in this category include a combination of program or policy evaluations as well considerations of alternative courses of action, or the merits of a particular process or program. The latter may be primarily conceptual or analytic in nature.
<b>Information Analysis</b>	This category includes comprehensive syntheses, overviews and treatments of particular issues. These studies focus on findings and provide substantive summaries and analysis capturing the substance or state-of-the-art in a particular field. These analyses often draw formal summative conclusions and outline recommendations for action or further investigation.
<b>Descriptive</b>	This category includes primarily descriptive accounts of projects and programs, organizational activities, systems and procedures, and events and occurrences of significance. Studies of this kind may be research-based or more journalistic in orientation. Descriptive statistical and indicator reports are included in this category.
<b>Position-Opinion</b>	Studies of this kind consist largely of position statements, opinion papers, recommendations, and blueprints for proposed action agendas. Although these works may include formal or informal consideration of evidence and alternatives, their principal thrust lies in outlining and/or justifying a particular point of view.
<b>Guide</b>	This category comprises a set of materials designed for immediate and practical use by a particular audience. Within the field of education policy, these target audiences might include: federal, state or local policymakers; educational administrators; teachers; and even students and families. These guides take the form of manuals, handbooks, or guidelines containing substantive information on "What exists" or "How to do it."

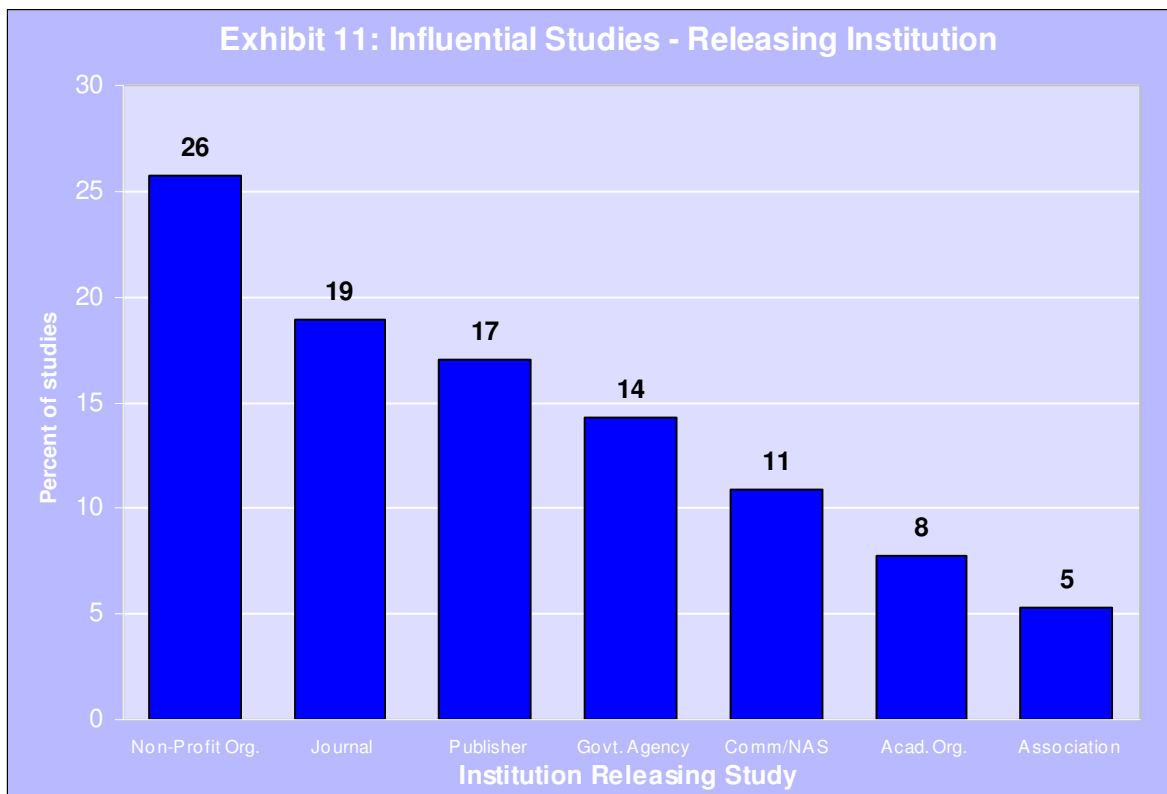
Source: Adapted from ERIC ([eric.ed.gov](http://eric.ed.gov))

In describing the format of the studies, we capture a combination of the physical design of its principal report or product and its mode of publication. For instance, an article is a work published in a journal or other periodical while a book format refers to a monograph (hardcover or softcover) typically produced by a publishing house. As was the case for study modality, there is arguably some overlap between the format categories used here. After all, what is the difference between a 200-page book published by a university press and a similar 200-page report released by a non-profit organization? In part, it may be the nature of the institutions producing the documents. But in other ways, such studies might be considered comparable. In the center panel of Exhibit 9, we find that the largest share of influential studies (41 percent) are published as reports, typically released by government agencies or non-profit organizations. An additional 15 percent of studies were commission findings associated with such groups as the National Academy of Sciences or the National Commission for Teaching and America's Future. Books and articles each represent 22 percent of nominated studies.

The final panel of the exhibit examines lengths of the nominated studies. Analyses reveal that these documents display an extraordinary range, anywhere from fewer than 10 pages in length to over 800 pages. Fully one-fifth of all influential studies are quite short, 25 pages or less. In all, close to half weigh in at less than 100 pages. At the other extreme, nearly one third of the studies are lengthy works, at over 300 pages. Page counts are an easily accessible and informative metric for descriptive purposes. However, quantity should not be confused with quality. While we can measure the former relatively easily, we have no way to systematically assess the latter for this project.

As suggested above, study format and the type of institution releasing a study may be related to some extent. Our analysis in Exhibit 11 shows that non-profit organizations, including advocacy and research groups, were the leading producers of influential studies (accounting for about a quarter of the total). Nineteen and 17 percent of the studies respectively were released through journals and by publishing companies, the latter typically as books. Government agencies account for 14 percent of the studies, with an additional 11 percent released by governmental and non-governmental commissions. University-based centers or researchers and membership associations each claim fewer than 10 percent of nominated studies.

In part, the perceived influence of a study may be a function of its age. A new work might require a certain period of time to diffuse through the education policy field before its value is recognized and its effects become evident. On the other hand, studies that have reached a certain age may alternately lose their relevance for the contemporary policy environment or fade from memory. Respondents to our surveys were asked to nominate studies that they felt had been influential in the education policy field during the past decade. Although participants were free to cite work that had been published prior to this period, most nominated studies were released within the past 10 years.



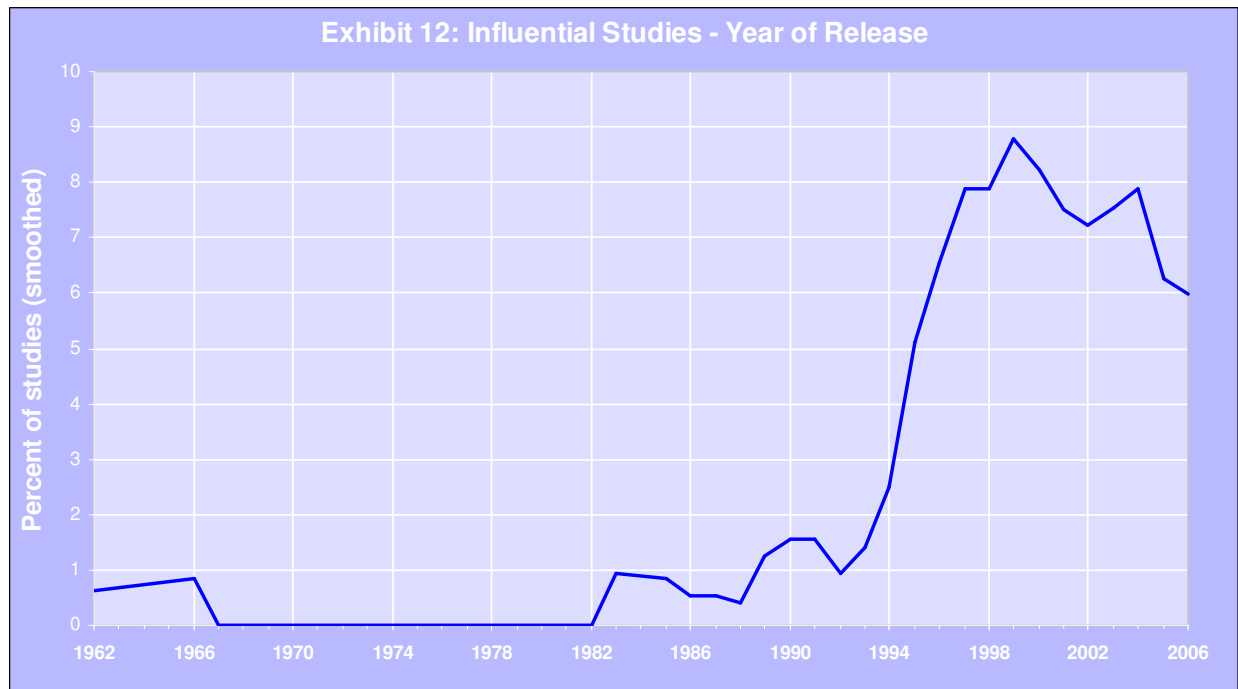
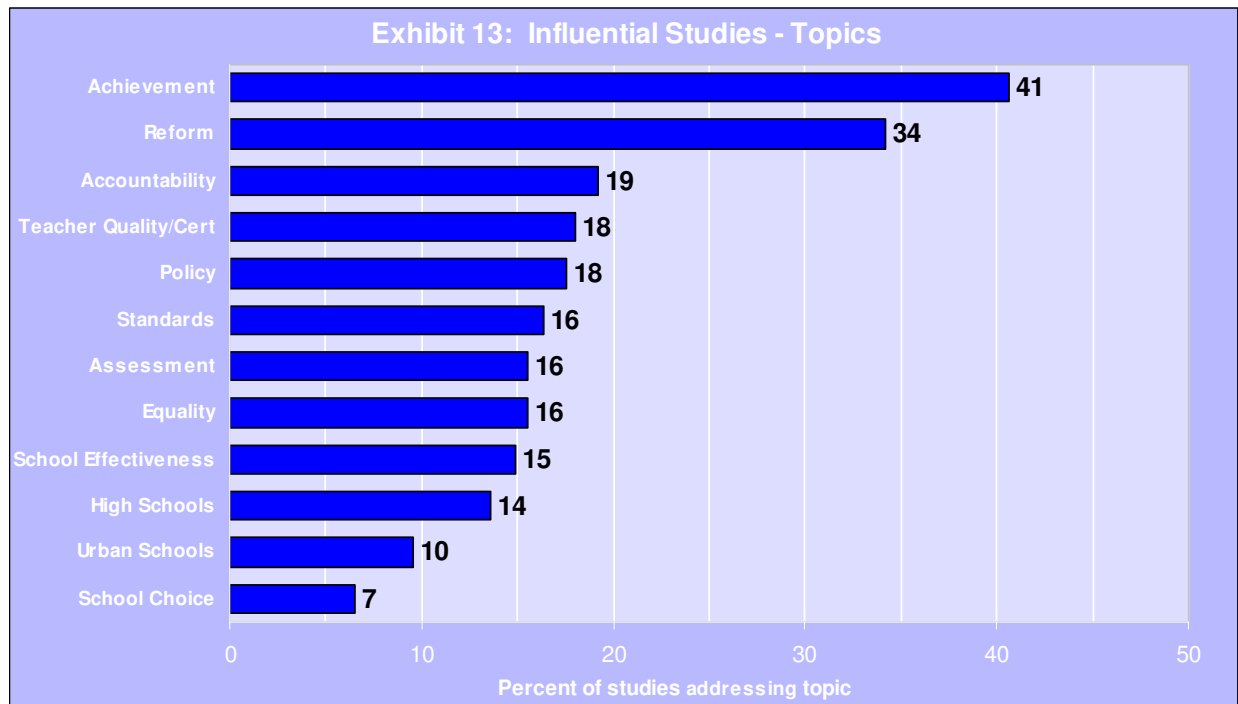


Exhibit 12 charts nominated studies by the year of their release, using a three-year smoothed average to provide a more stable annual trend. While several studies date back to the 1960's, the vast majority are of much more recent vintage. Close to three-quarters of nominees were released within the past decade. The number of influential studies appears to peak around 1999 and then starts to trail off, with relatively fewer nominees from more recent years. This pattern is suggestive of an optimal age for studies to attain influence – roughly on the order of seven years. However, because this report examines the influence of studies within a single temporal frame of reference, we must be cautious in drawing firm conclusions. More definitive insights could be gained by replicating the study in the future to determine whether the peak year for the release of influential studies shifts forward over time.

The final component of the present analysis examines the content of influential studies. In particular, we consider the substantive topics and issue addressed by the nominated studies. The ERIC database, upon which our analysis draws, contains entries pertaining to the content of all catalogued publications and resources. As noted earlier, these “descriptors” are education-related terms maintained in the *ERIC Thesaurus* and used to organize database materials by subject. The *ERIC Thesaurus* consists of thousands of unique descriptor terms, over 600 of which are represented by the nominated studies. In order to narrow the focus of our topical analysis to a manageable level, we identified the 12 most commonly cited descriptors and related terms. We then determined which (if any) among this dozen topics were addressed by each of the nominated studies. Results appear in Exhibit 13.

Perhaps not surprisingly, student achievement emerged as the leading topic in our analyses, addressed by 41 percent of the studies. Treatment of achievement as an educational issue includes largely descriptive reporting of test scores statistics for the nation or the states, which is a primary function of the NAEP assessment and reporting program. But studies represented here also include more sophisticated research attempting to gauge the extent to which achievement levels and growth have been impacted by particular contextual, programmatic, and policy factors, such as the quality of teachers, efforts to reduce class sizes, or educational accountability measures. We should note that these topical categories are not mutually exclusive. A particular study may deal with more than one of the 12 focal issues.



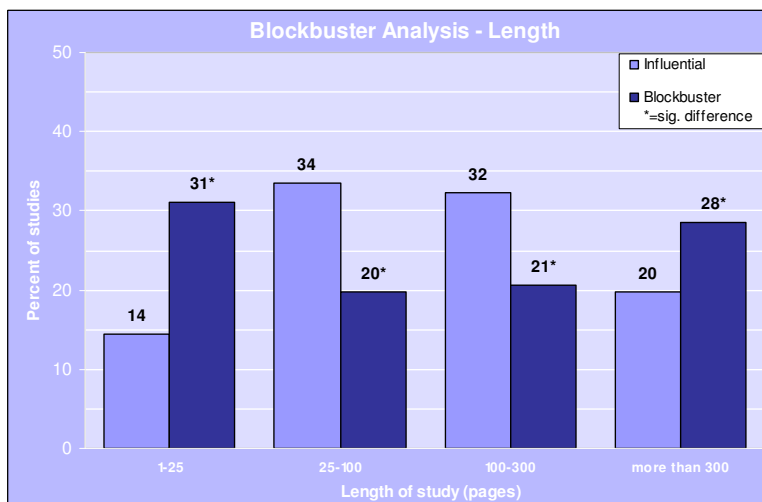
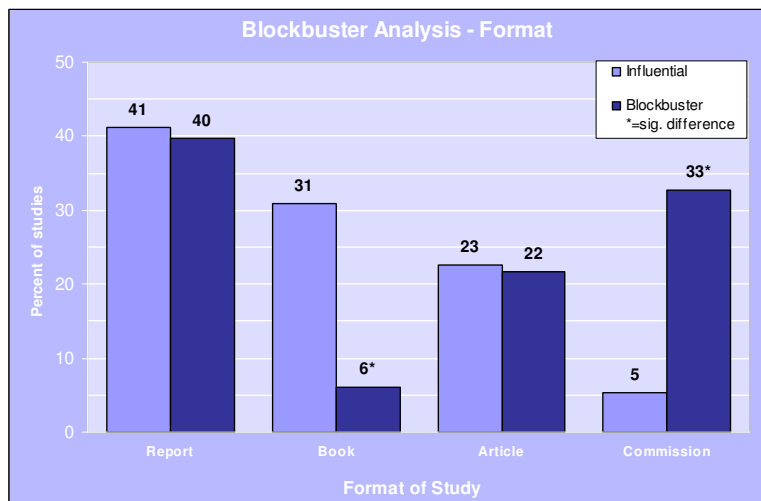
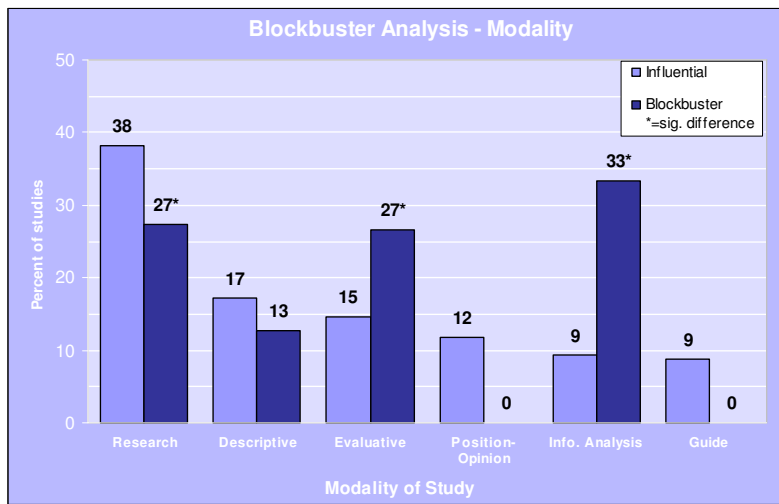
About one-third of the studies also touched upon the broad theme of educational reform in one way or another. But the bulk of the leading topics received considerably less intense coverage, with most of these issues addressed by 15 to 20 percent of the nominated studies. Among the topics in this range we find several specific policy strategies that have garnered significant attention during the past decade – accountability, academic standards, assessment, and teacher quality and certification. Also represented are such perennial concerns as educational equality (including racial disparities and civil rights issues) and school effectiveness. Questions related to high school issues such as graduation and dropout rates have gained increasing prominence during the past several years. Although this development is fairly recent, high schools make the short list of leading topics for influential studies, as do more established concerns of urban education and school choice.

## 4.2. Standing Apart from the Crowd

The preceding section provides a useful descriptive portrait for the full pool of studies identified by expert respondents. Perhaps of greater interest in understanding policy influence in education is what sets the truly exemplary studies apart from the rest. These are the studies alluded to as “blockbusters” at the beginning of this report. As we proceed, it is worth noting again that we will be dealing in relative distinctions here, between important studies and the undeniably influential. That is, between those that have gained substantial attention and those that have fundamentally shaped the course of debate and action in educational policy during the past 10 years.

To gain this more nuanced appreciation, we divided our pool of studies into two groups. The blockbusters consist of the 13 top-ranked studies examined in detail earlier in this report. Our second group, generally referred to here as “other influentials” or simply “influentials,” is comprised of the remaining nominated (but lower-ranked) studies. The analyses presented in the previous section were then replicated separately for each group. Our database of studies is sufficiently large to permit the use of analytic tests

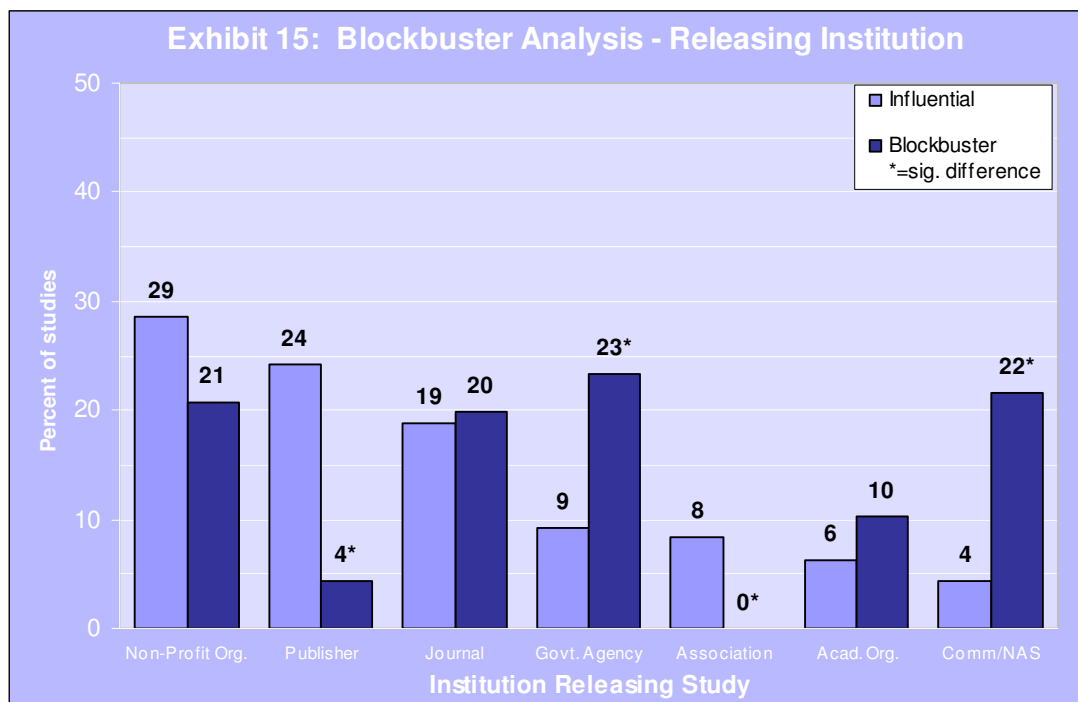
**Exhibit 14: Characteristics of Blockbuster Studies**



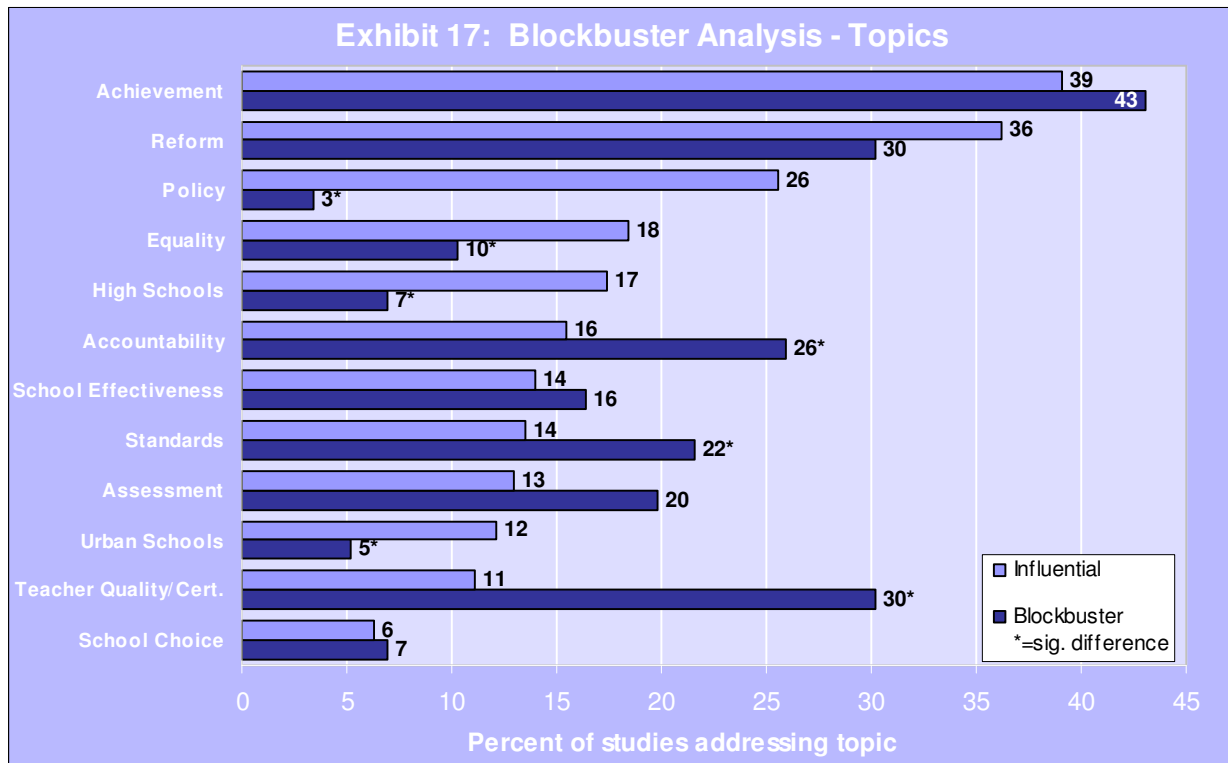
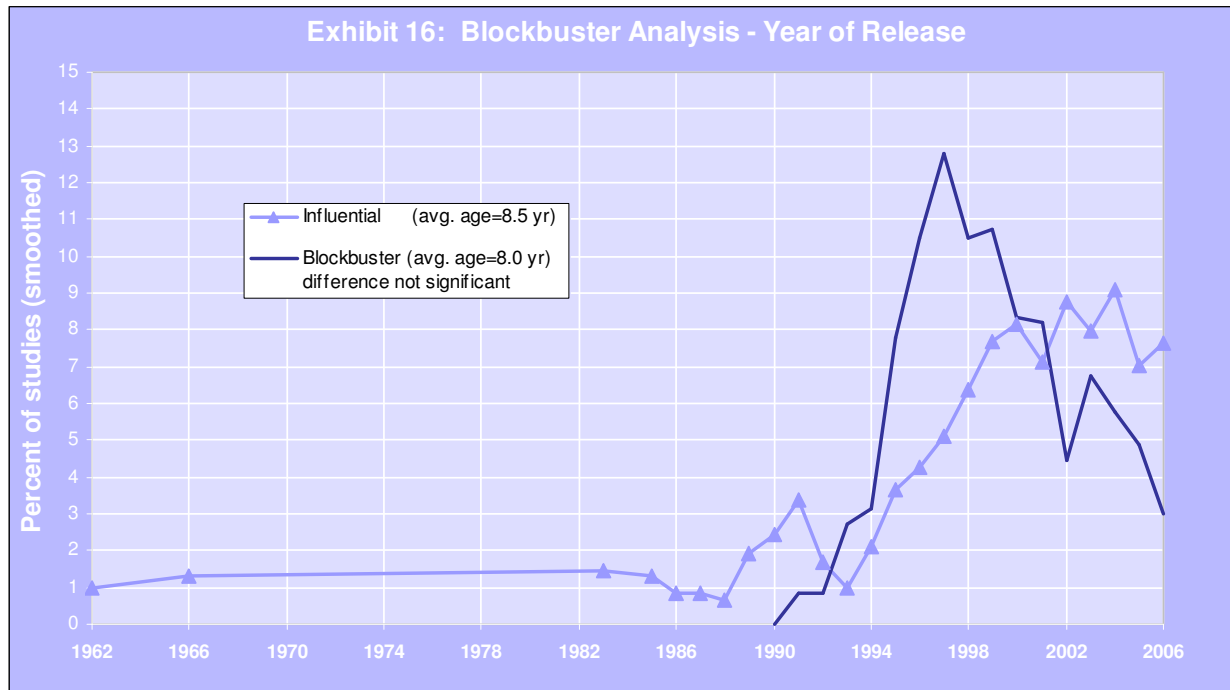
to determine whether differences between the two groups are statistically significant. A conventional criterion value of 5 percent was used for all hypothesis testing, which indicates a 95 percent likelihood that observed differences are not attributable to chance.

Exhibit 14 presents the results of the first set of blockbuster-versus- influential analyses, which examine study modality, format, and length. Blockbuster and other-influential status prove to be associated with quite distinct types of studies. For example, information analyses comprise one third of blockbusters studies. At three-times the rate found among other influentials, this constitutes a significant difference among the groups. Blockbusters were also significantly more likely have an evaluative orientation. By contrast, the highest-ranked studies were less likely to be classified as general works of research, position pieces, or practical guides. In fact, none of the blockbuster studies came from the latter two categories.

Some dramatic differences also emerged with regard to the format of the studies. We find that, compared to relatively less influential nominees, blockbusters are over six times more likely to be commission reports and about five times less likely to be published as books. Both comparisons are statistically significant. The lengths of blockbuster and other influential studies do not differ significantly, with mean lengths of 166 and 168 pages respectively. However, as the bottom panel of Exhibit 14 suggests, blockbusters are more likely to come from the extreme ends of the length distribution – less than 25 or more than 300 pages.



Our analyses also reveal some notable differences with respect to the institutions releasing the studies (Exhibit 15). Relative to other influentials, blockbusters are much more likely to be produced by commissions (including those of the National Academy) and by government agencies. The top-ranked studies are significantly less likely to be released by book publishers (consistent with the earlier finding on study format) and by membership associations. In fact, none of the top-ranked studies were released by associations.



Analyses find that the average age of a blockbuster study is about 8 years, compared to 8.5 years for other influentials (Exhibit 16). While this average difference is not statistically significant, it should be noted that the long left-hand tail of the year-of-release distribution for other influentials does complicate the comparison. Specifically, the small number of much older studies exerts disproportionate weight on the average age of these studies. Were we to eliminate those cases from consideration, a different pattern would present itself. Namely, there is some suggestion that blockbuster studies might skew slightly older, reaching their peak at about 1997. The trend line for other influentials, by comparison, continues to rise for several more years after this point.

Blockbusters tend to concentrate on a somewhat different set of substantive topics than the rest of the influential studies, with significant differences found for seven of the dozen issues examined (Exhibit 17). The highest-ranked studies have placed considerably less focus on high schools, urban education, and issues of educational equality. But the starkest difference can be found for policy. About a quarter of other influentials address this topic, compared to only three percent of the top-tier studies. On the other hand, blockbuster studies have concentrated heavily on some of the most prominent educational policy strategies of the past decade – standards, accountability, and teacher quality.

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## **5. PROFILES OF INFLUENCE**

## **5.1. Profiles of Influential Studies**

## National Assessment of Educational Progress (NAEP)

### Influence Index: 100

#### Citation

National Assessment of Educational Progress: The Nation's Report Card. National Center for Education Statistics, Institute of Education Sciences (IES), U.S. Department of Education.

#### Description

The National Assessment of Educational Progress (NAEP), commonly known as the "Nation's Report Card," is the definitive source of information for state-to-state comparisons in educational achievement. For this reason, it is of paramount importance to education policy makers, practitioners, and researchers alike. NAEP has been conducted since 1969 under the leadership of the Commissioner of Education Statistics, the head of the National Center for Education Statistics (NCES), the statistical arm of the U.S. Department of Education. Policy for NAEP is set by the National Assessment Governing Board (NAGB). An independent bipartisan body appointed by the Secretary of Education, NAGB is comprised of governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Over the years, every state has established its own unique system of student assessments. However, NAEP is the only on-going, nationally and state-representative assessment that enables one to reliably: (1) analyze changes in achievement over time and (2) compare results across the states and jurisdictions. It periodically tests students at grades 4, 8 and 12 in 11 subject areas: reading, mathematics, science, writing, U.S. history, world history, civics, geography, the arts, economics, and foreign language.

The NAEP assessment program consists of three main strands: the national, state, and long-term trend assessment programs. The National assessment follows the framework of the governing board and provides results for the country as a whole and for its regions by combining state results with sample data from nonparticipating states. The State assessments, first conducted in 1990, employ the same framework as the National assessment and test representative samples of students from each state. The long-term trend NAEP, administered nationally every four years to youth ages 9, 13, and 17 in math and reading, is designed to measure change over time for the nation as a whole. In the most recent addition to the NAEP program, the Trial Urban District Assessment began periodically testing students in a small number of large urban districts in 2002.

Under the No Child Left Behind Act, every state in the nation is required to participate in State NAEP assessments in mathematics and reading (at grades 4 and 8) as a condition of receiving federal funding. Each participating state reports test results with student background information so that the results can be disaggregated and analyzed by group. This type of data includes information on student gender, race and ethnicity, poverty level, special education status, and English language learner designation.

Funding for NAEP (the second largest expenditure within IES) reflects the federal government's investment in tracking student achievement and measuring educational reform. In 2006 the final appropriation for NAEP exceeded 93 million dollars and the President's request for 2007 would increase that figure by 4.5 percent. The 4 million dollar increase would fund work to prepare for implementation of state-level assessments at the 12th grade level in 2009.

#### For More Information

Information and reports are available online at [nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard) and through the NAEP Data Explorer at [nces.ed.gov/nationsreportcard/nde](http://nces.ed.gov/nationsreportcard/nde).

## Trends in International Mathematics and Science Study (TIMSS)

### Influence Index: 52

#### Citation

Trends in International Mathematics and Science Study (TIMSS). National Center for Education Statistics, Institute of Education Sciences (IES), U.S. Department of Education. Organized by the International Association for the Evaluation of Educational Achievement (IEA).

#### Description

The International Association for the Evaluation of Educational Achievement (IEA), an international organization of research institutions and governmental research agencies, developed the Trends in International Mathematics and Science Study to assess and compare achievement in cross-national context. Since 1995 students have been tested every four years in the U.S. and other participating countries in mathematics and science at the fourth and eighth grade levels. In the United States, TIMSS is sponsored by the U.S. Department of Education's Institute of Education Sciences and National Center for Education Statistics and coordinated by the International Study Center at Boston College.

In 2003, some 46 countries participated in TIMSS, at either the fourth- or eighth-grade level, or both. Formerly known as the Third International Mathematics and Science Study, TIMSS has as its centerpiece a set of mathematics and science assessments. The assessment is constructed around a design framework composed of grade-specific objectives based on guidelines for item development that reflect input from experts and representatives of participating countries. Between one-third and one-half of the TIMSS assessments items are released to the public, while the other items are used to measure trends over time.

Students in every participating country answer the same assessment and questionnaire items in their language of instruction. The grades assessed, participating countries, and accompanying supplemental research studies vary with each administration of the exam. Each participating country is responsible for drawing a representative sample of students in assessed grades. The International Study Center uses a variety of procedures to assure the data are comparable across countries, including a review of school and student samples, site visits, and an extensive review of data collected.

TIMSS administers questionnaires to students, teachers, and principals to provide a context for interpreting assessment performance. Those questions cover a wide variety of topics, such as teachers' attitudes and beliefs about teaching and learning, instructional practices, study and homework habits, and educational resources in the students' homes. In addition to the assessments and questionnaires, TIMSS conducted two special studies with the 1995 and 1999 administration. The TIMSS Benchmarking Study administered the TIMSS assessments and questionnaires to participating states and districts within the United States. The Videotape Study involved the taping of representative samples of eighth-grade mathematics and science classes in participating countries.

Results of TIMSS are used by policy-makers as a gauge of American competitiveness on the international stage as compared to students in other countries. Findings from TIMSS have sparked concern in that the U.S. has been outperformed by a number of other developed countries. For example in 2003 the U.S. finished 12th out of 25 countries in 4th grade math, 20th out of 45 countries in 8th grade math, ninth out of 25 countries in 4th grade science, and 12th out of 32 countries in 8th grade science. Results also allow educators to compare the U.S. to its own previous record and to track improvements over time for segments of the American population such as minority groups.

#### For More Information

TIMSS data and reports can be found online at [nces.ed.gov/timss](http://nces.ed.gov/timss).

## Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (2000). The National Reading Panel.

### Influence Index: 38

#### Citations

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: U.S. Government Printing Office.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: U.S. Government Printing Office.

#### Description

The National Reading Panel (NRP) was convened in 1997 at the request of Congress by the Director of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health and the Secretary of Education at the request of Congress. Charged with reviewing research-based findings on reading instruction, the NRP released their findings in an April 2000 report entitled *Teaching Children to Read*. The report was launched at a U.S. Senate Labor, Health, and Human Services, and Education Appropriations subcommittee hearing at which National Reading Panel officials provided testimony. The NRP continues to present the report's findings at conferences and other meetings, and has formed a partnership with the National Institute for Literacy (NIFL) and the U.S. Department of Education to further disseminate the panel's findings.

The Panel's report focused on several key issues, including: alphabets, fluency, comprehension, teacher education, and computer technology. Topic selection was largely based on the work of the National Research Council (NRC) Committee on Preventing Reading Difficulties in Young Children. The Panel limited its review to studies that met three criteria. The study had to appear in an English-language refereed journal, focus on children's reading development from preschool through grade 12, employ an experimental or quasi-experimental design.

The Panel's review led to a variety of conclusions regarding the subject areas highlighted in the report. Analysis of experimental studies demonstrated that training in phonemic awareness improved students' phonemic awareness, reading, and spelling. The Panel also concluded that systematic phonics instruction led to benefits such as improved reading, spelling, and decoding and understanding text. The Panel pointed to guided repeated oral reading as a positive influence on word recognition, reading fluency, and comprehension for all students. The NRP also found that using a variety of teaching methods effectively promotes reading and text comprehension and that professional development is a key factor in this equation.

In general, the report noted a positive relationship between in-service professional development and student achievement. Analysis also identified computer technology as a promising tool for improving reading instruction. Overall, the Panel's findings suggest that although reading instruction is a complex phenomenon and no single strategy for improving reading skills can be applied to all children, a combination of direct instructional techniques and an emphasis on phonic skills are promising strategies for achieving positive reading development for many students.

#### For More Information

Information and reports from the NRP are available online at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).

## Tennessee Student/Teacher Achievement Ratio (STAR) Experiment

### Influence Index: 31

#### Selected Citations

- Achilles, C., & Finn, J. (2000). Should Class Size Be a Cornerstone for Educational Policy? *The CEIC Review*, 9(2), 15–23.
- Krueger, A., & Whitmore, D. (2001). The Effect of Attending a Small Class in the Early Grades on College-Test Taking and Middle School Test Results: Evidence from Project STAR. *Economic Journal*, 111(468), 1-28.
- Mosteller, F. (1995). The Tennessee Study of Class Size in the Early School Grades. *Future of Children*, 5(2), 113-127.
- Nye, B., Hedges, L. V., & Konstantopoulos, S. (2002). Do Low-Achieving Students Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment. *Educational Evaluation and Policy Analysis*, 24, 201-217.
- Zaharias, J.B., Achilles, C.M., & Cain, V.A. (1995). The Effect of Random Class Assignment on Elementary Students' Reading and Mathematics Achievement. *Research in the Schools*, 2(2), 7-14.

#### Description

The Student/Teacher Achievement Ratio experiment, commonly referred to as Project STAR, gained prominence as a rare large-scale experimental study in the field of education. Since then, Project STAR has contributed to the current emphasis on the value of randomized field trials in experimental evaluation and research promoted by the U.S. Department of Education's Institute of Education Sciences and others.

Project STAR was a four-year longitudinal class-size study funded by the Tennessee General Assembly and conducted by the Tennessee State Department of Education. The focal intervention was the size of classrooms during kindergarten and the early elementary grades. In the course of the study, over 7,000 students in 79 schools were randomly assigned into one of three classroom situations: small class (13 to 17 students per teacher), regular class (22 to 25 students per teacher), or a regular class with a full time teacher's aide. Students remained in their classroom type from kindergarten through third grade.

Analysis of test performance conducted as part of the study found that smaller class sizes resulted in higher achievement than either of the regular class size situations. Follow-up research focusing on Nashville-Davidson County found that students who attended small classes earned consistently better grades by the end of the 1994-1995 school year (when Project STAR students would have been juniors in high school). The students who had been in small classes also outscored their peers in English, mathematics, and science.

Research on class size from Project STAR has appeared in a variety of journals. In addition, findings from the studies have been presented at numerous education conferences over the years. In 1999, research from Project STAR was presented at a press conference at the National Press Club. This event provided a forum for the dissemination of findings and publications using data from the Tennessee experiment. Although the class-size intervention at the heart of the STAR experiment ended years ago, an active research agenda continues to this day. Health and Education Research Operative Services (HEROS) Incorporated has received funding from the Tennessee Department of Education to pursue follow-up research. HEROS provides a public access data set to researchers with variables from Project STAR research.

#### For More Information

Data and reports about Project STAR are available online at [www.heros-inc.org/star.htm](http://www.heros-inc.org/star.htm).

## Preventing Reading Difficulties in Young Children (1998). The National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)

### Influence Index: 29

#### Citation

Committee on the Prevention of Reading Difficulties in Young Children, the Commission on Behavioral and Social Sciences and Education, and the National Research Council. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

#### Description

The National Academy of Sciences established the Commission on Behavioral and Social Sciences and Education (CBASSE) at the request of the U.S Department of Education and the U.S. Department of Health and Human Services in order to examine the prevention of reading difficulties in young children.

The Commission reviewed research on topics related to the development of reading and reading outcomes. This included reading development and instruction for students making normal progress. In addition, the Commission also considered factors that put groups and individuals at risk for reading difficulties, as well as prevention and intervention strategies that might promote positive reading outcomes among such at-risk groups. This base of research knowledge was considered alongside a such contextual factors as: policies related to the education of young children, pressures on publishers of educational materials, and parent and community programs. The Commission's goal was to devise an integrated perspective on reading development and translate its findings into guidance for a variety of audiences that include educators, parents, and publishers.

In 1998 the Commission released a report entitled, *Preventing Reading Difficulties in Young Children* that describes factors related to normal reading development. Findings suggest that key factors that help children to read include: exposure to enriching experiences in early childhood, promoting motivation related to reading, and attendance at schools that provide effective reading instruction. The report also cites typical obstacles to this development, one common risk factor being the lack of access to preschool experiences and instruction related to reading. Obstacles to reading not associated with specific risk factors include difficulty with the alphabetic principle, an inability to translate language skills into reading, and a lack of motivation.

*Preventing Reading Difficulties in Young Children* contained recommendations for providing effective reading instruction to children in the primary grades. Among the wide-ranging issues addressed were: the components of effective reading instruction, resources complementing effective instruction, and the more general need for high-quality preschool and kindergarten environments. Recommendations covered interventions for children at risk and the challenges facing students with persistent reading difficulties, particularly English Language Learners. The Commission also called attention to teacher preparation as a critical ingredient for high-quality instruction and such school organization factors as class size and student-teacher ratio. Although the study concludes that most reading difficulties can be prevented, further progress in this area requires continuing research and better dissemination of current information related to effective reading instruction.

#### For More Information

*Preventing Reading Difficulties in Young Children* is available from the National Academy Press at [www.nap.edu](http://www.nap.edu).

## William L. Sanders on value-added methodology and the Tennessee Value-Added Accountability System

### Influence Index: 29

#### Selected Citations

- Sanders, W. L., & Horn, S. P. (1994). The Tennessee Value-Added Assessment System (TVAAS): Mixed-model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8, 299-311.
- Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247-256.
- Sanders, W.L., & Rivers, J.C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Sanders, W.L., Saxton, A.M., & Horn, S.P. (1997). The Tennessee Value-Added Accountability System: A quantitative, outcomes-based approach to educational assessment. In J. Millman (Ed.), *Grading teachers, grading schools: Is student achievement a valid evaluation measure?* (pp. 137-162). Thousand Oaks, CA: Corwin Press.

#### Description

Developed by William L. Sanders, the statistical methodology and accompanying framework known as the Tennessee Value-added Assessment System (TVAAS) introduced a new paradigm for measuring student academic progress based upon the contribution (or value-added) of individual teachers to student gain scores. One critical ingredient of this work has been data capable of tracking the achievement growth of individual students over time. Over the years, the TVAAS has frequently been cited as a model for other states attempting to develop their own student data systems.

Beginning in the early 1980's Sanders developed and tested his methods and theories in the state of Tennessee, where they became increasingly influential over the decades as the movement for accountability took root and flourished, persisting to this day. Utilizing a "mixed-model" statistical methodology, Sanders' approach is able to isolate particular factors that contribute to the trajectory of an individual student's academic performance. For example, a school district using Sanders's software can compare each student's present performance to past performance and calculate a gain score that takes into account the impact of a particular teacher. This information, in turn, can provide an indication of the effectiveness of individual teachers based on their students' performance trends.

Research by Sanders has garnered considerable national attention as a model for sophisticated policy- and practice-relevant analysis. Among other issues, his work has examined the effect of a succession of poor teachers upon the performance of an individual student as well as the deleterious impact of placing disproportionate emphasis upon the achievement of one particular group of students as opposed to another.

Sanders' work on value-added assessment has been published in such academic journals as the *Journal of Personnel Evaluation in Education*, *School Administrator*, and *School Effectiveness and School Improvement* and presented at numerous conferences and meetings. In 2006, Sanders provided testimony at the U.S. House of Representatives Committee on Education and the Workforce's hearing on growth models and educational improvement. Previously a math professor and director of the Value-Added Research and Assessment Center at the University of Tennessee, Sanders now heads the SAS inSchool program at the SAS Institute in Cary, North Carolina.

#### For More Information

Research on value-added methods can be found online at [www.sas.com/govedu/edu/research.html](http://www.sas.com/govedu/edu/research.html).

## The Education Trust on Teacher Quality

### Influence Index: 28

#### Selected Citations

- Carey, K. (2004). *The real value of teachers: Using new information about teacher effectiveness to close the achievement gap*. Washington, DC: The Education Trust.
- Jerald, C.D. (2002). *All talk, no action: Putting an end to out-of-field teaching*. Washington, DC: The Education Trust.
- Peske, H.G. & Haycock, K. (2006). *Teaching inequality: How poor and minority students are shortchanged on teacher quality*. Washington, DC: The Education Trust.
- The Education Trust. (2003). *Telling the whole truth (or not) about highly qualified teachers: New state data*. Washington, DC: The Education Trust.
- Haycock, K. (1998). *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap. Thinking K-16*. Washington, DC: The Education Trust.

#### Description

The Education Trust, an advocacy organization dedicated to closing the achievement gap, has produced a number of noted reports on issues related to teacher quality. These reports examine ways to increase the number of good teachers, focus on the impact of quality teachers on student achievement, and discuss strategies to address the unequal distribution of such instructors.

The Trust has devoted considerable effort to countering challenging the proposition that non-school factors such as poverty prevent schools from having a major impact on the achievement of poor and minority students. For example, its 1998 report *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap* makes the case that the capability of the teacher, rather than influences from outside the classroom, has the strongest effect on student learning. In addition, the report highlights data showing that poor and minority students are more likely to be taught by less qualified teachers.

Relying on evidence from research in Tennessee, Texas, Massachusetts, and Alabama, this report argues that the achievement gap between poor and minority students and their more educationally advantaged peers would be substantially reduced if all students had teachers of similar quality. It suggests that the gap could be eliminated if poor and minority students received the best teachers. The report draws upon research from several large studies to illustrate the relationship between teacher characteristics and student performance. It asserts that teachers with good verbal and math skills and strong content knowledge are more likely to produce solid achievement for all groups of students. Other Education Trust reports on teacher quality explore similar themes.

#### For More Information

Reports and publications from the Education Trust are available online at [www.edtrust.org](http://www.edtrust.org).

## What Matters Most: Teaching for America's Future (1996). National Commission on Teaching and America's Future

### Influence Index: 28

#### Citation

National Commission on Teaching and America's Future (1996). *What Matters Most: Teaching for America's Future. Report of the National Commission on Teaching & America's Future.* Woodbridge, VA: National Commission on Teaching and America's Future.

#### Description

*What Matters Most: Teaching for America's Future*, a 1996 report from the National Commission on Teaching and America's Future (NCTAF), calls attention to teacher quality as the key to improving American education. The Commission contends that the capability of the teacher has the strongest effect on student learning and that "recruiting, preparing, and retaining" quality teachers is the most important way to improve education. Moreover, NCTAF believes that education reformers must provide the support and conditions essential for teachers to teach effectively. The report maps out a plan for providing every child with high quality teaching by attracting, developing, and supporting excellent teachers.

In this report the Commission, under the leadership of Governor James B. Hunt (chair) and Linda Darling-Hammond (executive director), calls for all students to have high quality teachers by 2006. It notes that students must have teachers who have both mastered the content of the subject they teach and developed the teaching skills necessary to interest students in learning. The report describes several leading factors that hamper student learning: limited access to quality teachers, poor teacher recruitment strategies, standards for teachers that are not enforced, and inadequate teacher preparation.

In order to remedy this situation, the report calls for standards for students and teachers, improved teacher preparation, and better teacher recruitment efforts. It also advocates for a career continuum for teachers built around assessments, and a model compensation that rewards knowledge and skills. Finally the report suggests that schools need to be organized in a way that promotes success for students and teachers. This entails flattening hierarchies, investing more in teacher salaries, and selecting principals that understand teaching and can lead high performing schools.

To facilitate the Commission's work, a network of states dedicated to improving teacher quality was formed in 1996. At last count, 23 states were participating in the network.

#### For More Information

*What Matters Most* and other information from NCTAF can be found online at the Commission's website, which can be accessed at [www.nctaf.org](http://www.nctaf.org).

## How People Learn: Brain, Mind, Experience, and School (1999). The National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)

### Influence Index: 28

#### Citation

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.

#### Description

The National Academy of Sciences established the Commission on Behavioral and Social Sciences and Education (CBASSE) at the request of the U.S Department of Education and the U.S. Department of Health and Human Services in order to examine the prevention of reading difficulties in young children.

In 1999 the Commission released *How People Learn: Brain, Mind, Experience, and School*, which detailed the group's findings on learning processes. Report editors John D. Bransford, Ann L. Brown, and Rodney R. Cocking bring together findings from the fields of neuroscience, cognitive and social psychology, human development, and emerging technologies in order to provide a comprehensive perspective on the processes of effective learning and the environments in which learning best takes place.

Key findings from the Commission include the idea that students come to the classroom with preconceived notions of how the world works. If these notions are not engaged, students may fail to grasp new concepts that they are taught. For example, students may sometimes acquire knowledge for the purposes of a test but later revert back to their preconceived notions outside the classroom.

The report also identifies several factors necessary for developing competence in a specific area. These include: a strong base of factual knowledge; understanding those facts and ideas in a conceptual framework; and organizing knowledge in a way that allows for retrieval and application. The Commission's findings also address the need for a "metacognitive" approach to instruction which allows students to define their own learning goals and monitors their progress in achieving them.

*How People Learn* also highlights a number of strategies to facilitate effective learning. For instance, schools and classrooms should be learning-centered, with teachers drawing out preexisting understandings and providing many examples in order to build a firm foundation of factual knowledge. The Commission has also advocated the use of formative assessments, which allow teachers to gauge students' preconceptions and progress toward learning when developing instructional plans.

#### For More Information

*How People Learn* is available from the National Academy Press at [www.nap.edu](http://www.nap.edu).

## Richard F. Elmore on School Reform

### Influence Index: 25

#### Selected Citations

- Elmore, R.F. (2002, January/February). The Limits of Change. *Harvard Education Letter*.
- Elmore, R.F. (2004). *School Reform from the Inside Out: Policy, Practice, and Performance*. Cambridge, MA: Harvard Education Press.
- Elmore, R., & Burney, D. (1998). *Continuous Improvement in Community District# 2, New York City*. Pittsburgh, PA: High Performance Learning Communities Project, Learning Research and Development Center, University of Pittsburgh.
- Elmore, R. F., & Burney, D. (1997a). *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City*. Washington, DC: National Commission on Teaching and America's Future.
- Elmore, R. F., & Burney, D. (1997b). *School Variation and Systemic Instructional Improvement in Community School District #2, New York City*. Pittsburgh, PA: High Performance Learning Communities Project.
- Elmore, R.F., Peterson, P.L., & McCarthy, S.J. (1996). *Restructuring in the Classroom: Teaching, Learning, and School Organization*. San Francisco: Jossey-Bass.

#### Description

Richard Elmore's writings on school reform are considered to be incisive, critical analyses that drill deep into challenging subject matter. Beginning in the early 1990's much of Elmore's evaluative work stemmed from his involvement in studies of Community District #2 in New York City. His more recent work has focused on the federal No Child Left Behind Act and high-stakes testing as impediments to meaningful educational change. Elmore's explanations of how school reform can succeed have captured the attention of practitioners and the educational community at large.

In his work, Elmore promotes the idea that school reform cannot be imposed through artificial constructs developed by outside policy-makers. Instead, change must begin from the inside, with a commitment by educators to develop the knowledge, structures and practices at the heart of the instructional core. Finding fault with the loosely coupled structures of school systems where administrators act as buffers for ineffective teaching, his work highlights: the importance of distributed leadership (where modeling and collaboration occur at all levels in a culture open to constructive criticism); the potential of improved incentive systems to promote effective practices and bring them to scale; and the necessity of maintaining a tight focus on instruction within an internalized accountability system. Elmore's view of reform concentrates heavily on what transpires between students and teachers, the processes that support those interactions, and how they relate to instructional improvement.

A professor and senior research fellow on the faculty of Harvard University, Elmore is also affiliated with the Albert Shanker Institute.

#### For More Information

Additional information about Elmore's research can be found online at the Harvard Graduate School of Education, which can be accessed at [www.gse.harvard.edu](http://www.gse.harvard.edu).

## Jay P. Greene on High School Graduation Rates

### Influence Index: 23

#### Citation

- Greene, J. P. (2001). High School Graduation Rates in the United States. Revised. New York: Manhattan Institute for Policy Research.
- Greene, J. P., & Winters, M. A. (2006a). The Effect of Residential School Choice on Public High School Graduation Rates. *Peabody Journal of Education*, 81(1), 14.
- Greene, J. P., & Winters, M. A. (2006b). Leaving Boys Behind: Public High School Graduation Rates. Civic Report No. 48. New York: Manhattan Institute for Policy Research.
- Greene, J., & Winters, M. (2005). Public High School Graduation and College-Readiness Rates: 1991–2002. New York: Manhattan Institute for Policy Research.
- Greene, J. P., & Winters, M. A. (2004). Pushed Out or Pulled Up? Exit Exams and Dropout Rates in Public High Schools. Education Working Paper 5. New York: Center for Civic Innovation at the Manhattan Institute for Policy Research.
- Greene, J. P., & Winters, M. A. (2002). Public School Graduation Rates in the United States. Civic Report. New York: Manhattan Institute for Policy Research.

#### Description

Jay Greene's work on graduation rates first gained public attention with the release of his 2001 report "High School Graduation Rates in the United States." Here, Greene introduced a new method for calculating graduation rates and presents his own results for each of the 50 states, for distinct racial and ethnic group breakdowns, and for the 50 largest school districts. Greene highlights problems with methods for calculating graduation rates being used by the states and federal agencies. These include the practice of counting alternative credentials like the GED as equivalent to a standard high school diploma and the use inaccurate self-reported data on educational attainment levels.

While rooted in a methodological critique, the import of Greene's work did not escape the notice of the broader education policy community. First of all, his findings suggest that high school graduation rates in the United States are lower than had previously been believed. Coming at a time when No Child Left Behind legislation emphasizes educational performance, Greene's work brought an even greater focus to the issue of high school graduation as a critical outcome indicator and predictor of future success.

In addition, Greene's calculations and the logic behind them raised serious methodological concerns regarding the quality of data reported by many states and federal agencies. Because states do not use a common methodology and some formulas in use have the effect of excluding cohorts of non-graduating students, it is very difficult to benchmark graduation rates by state or region.

Greene's body of work offers a model for widely disseminating research findings through means other than traditional peer-reviewed journals. Backed by a supportive institution (The Manhattan Institute) that helps disseminate his findings, Greene uses a variety of mechanisms such as press conferences, opinion editorials, radio and television interviews, and online resources to reach the public.

Greene is a Senior Fellow at the Manhattan Institute and founding head of the Department of Education Reform at the University of Arkansas. In addition to his work on graduation rates, Greene conducts research on such topics as school choice, accountability, and special education

#### For More Information

Research by Greene and his colleagues can be found online at [www.manhattan-institute.org](http://www.manhattan-institute.org).

## Ready or Not: Creating a High School Diploma that Counts (2004), American Diploma Project (a partnership of Achieve, Inc., The Education Trust, and the Thomas B. Fordham Foundation)

**Influence Index: 22**

### Citation

Achieve, Inc., The Education Trust, & The Thomas B. Fordham Foundation. (2004). *Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: American Diploma Project.

### Description

Achieve, Inc., the Education Trust, and the Thomas B. Fordham Foundation established the American Diploma Project (ADP) with the goal of better aligning secondary education with postsecondary education and work. The American Diploma Project's *Ready or Not: Creating a High School Diploma That Counts* contends that the high school diploma too often fails to signify that students are well-prepared for postsecondary education or the workplace. This failure, the report notes, stems from a lack of connection between high school graduation requirements and the knowledge and skills required for adult success. As evidence, the report cites statistics showing that large percentages of high school graduates require remediation in college and eventually fall short of a college degree.

To remedy this situation, the report provides college and workplace readiness benchmarks designed to help states align their high school assessments and graduation requirements with the demands of credit-bearing college courses and quality jobs. The report outlines standards for high school English and mathematics. In addition it assembles samples of workplace tasks and postsecondary assignments. These examples are intended to show rigor of the real-world environment that awaits young adults after high school. ADP also suggests that the postsecondary education and business communities must be involved in efforts to raise standards and expectations for high school students.

The American Diploma Project was launched at the 2005 National Education Summit on High Schools. Continuing dissemination of project's work and the findings and recommendations of *Ready or Not* are facilitated by the 22-state American Diploma Project Network.

The state Network provides an important dimension to the ADP's work and a vehicle for implementing the solutions recommended in *Ready or Not*. The states comprising the ADP Network have signed on to the same set of commitments around college and work readiness. Those states are also eligible to receive services from Achieve, which include: expert advice, public support for sweeping changes, tools and resources to mobilize advocates, and technical assistance for building data systems.

### Availability

The *Ready or Not* report and information about the American Diploma Project Network are available online at the Achieve, Inc. website [www.achieve.org](http://www.achieve.org).

## Paul E. Peterson on School Choice and Vouchers

### Influence Index: 22

#### Selected Citations

- Peterson, P.E. (Ed.). (2003). *The Future of School Choice*. Stanford, CA: Hoover Institution Press.
- Peterson, P.E., Campbell, D.E., & West, M.R. (2002). Who Chooses? Who Uses? Participation in a National School Voucher Program. In Paul T. Hill, (Ed.), *Choice with Equity: An Assessment by the Koret Task Force on K-12 Education*. Stanford, CA: Hoover Institution Press.
- Peterson, P.E., & Campbell, D.E. (Eds.). (2001). *Charters, Vouchers, and Public Education*. Washington, DC: Brookings Institution Press.
- Campbell, D., West, M., & Peterson, P. (2005). Participation in a national, means-tested voucher program. *Journal of Policy Analysis and Management*, 24, 523-541.
- Howell, W.G. & Peterson, P.E. (2002). *The Education Gap: Vouchers and Urban Schools*. Washington, DC: Brookings Institution Press.

#### Description

Paul E. Peterson is widely recognized for a large body of research on school choice and voucher programs. His work grounds debates over school choice in the intellectual traditions of both communitarianism and market theory. Peterson's studies of voucher programs, including publicly-funded initiatives in Milwaukee and Cleveland, find that students who use vouchers see large academic gains compared to students who are not enrolled in such programs. In *The Education Gap: Vouchers and Urban Schools* (co-authored with William Howell), he finds evidence of substantial gains in test scores among African American voucher students.

Peterson's research also addresses the equality issue in the vouchers debate, rejecting the notion that voucher programs "skim" the best and brightest students away from public schools. His research has found that voucher recipients represent a cross-section of public school students, though some may come from somewhat more educated families. Peterson's numerous books, chapters, and articles have been cited frequently in the political arena, as school choice becomes an increasingly contentious issue.

Currently serving as the Henry Lee Shattuck professor of government and director of the Program on Education Policy and Governance at Harvard University, Peterson is also a senior fellow at the Hoover Institution at Stanford University. In addition Peterson is the editor-in-chief of *Education Next*, a policy journal published by the Hoover Institution.

#### For More Information

More information about Peterson's research and publications can be found at online at [www.people.fas.harvard.edu/~pepeters](http://www.people.fas.harvard.edu/~pepeters).

## **5.2. Profiles of Influential Organizations**

**United States Congress**

**Influence Index: 100**

**General Information:**

The United States House of Representatives Committee on Education and the Workforce is dedicated to ensuring security and prosperity for American families in a changing economy. The committee and its five subcommittees oversee education and workforce programs impacting Americans at all stages and from all walks of life. In a changing economy driven by technology, competition, and knowledge, the Education and the Workforce Committee promotes constant improvement in education and secure access to health care, retirement security, and training for American workers. Created on January 7, 1997, the Committee has jurisdiction on education and labor issues.

United States Senate Committee on Health, Education, Labor, and Pensions (HELP) focuses on the evolving global economy and the need for a highly skilled workforce create new challenges for American workers. The HELP Committee works to ensure that America’s workforce is prepared to meet the challenges of the 21st Century through a lifetime of learning for its citizens. HELP has jurisdiction over various issues related to education and workforce development, including Head Start, the No Child Left Behind Act, Higher Education, the Arts and Humanities, Student Financial Assistance, Individuals with Disabilities Education Act (IDEA), Job and Vocational Training and the Workforce Investment Act.

**BASIC FACTS**

**Location** Washington, D.C.

**President/Director** Rep. Howard P. “Buck” McKeon, Chairman, U.S. House Committee on Education and the Workforce; Sen. Michael B. Enzi, Chairman, Committee on Health, Education, Labor and Pensions

**Number of Staff** House Education and the Workforce – 74; Senate HELP – 37 total, including 5 for education

**Membership** House Education and Workforce – 49 Representatives; Senate HELP – 20 Senators

**FISCAL DATA**

The U.S. Congress approved FY2006 discretionary appropriations for the U.S. Department of Education totaling \$57.55 billion. The budget included:

- Title I grants to districts \$12.71 billion
- Special education (IDEA) state grants (Part B-611) \$10.58 billion
- Vocational and technical education \$1.30 billion
- Pell Grants \$13.05 billion

**Major Initiatives**

The U.S. House Committee on Education and the Workforce and its five subcommittees (including the Subcommittee on 21st Century Competitiveness, Subcommittee on Education Reform, and Subcommittee on Select Education) and the Senate HELP Committee and its subcommittees (including the Subcommittee on Education and Early Childhood Development) have conducted hearings and passed legislation such as:

- No Child Left Behind Act of 2001 – JAN. 8, 2002 107th Congress (Public Law 107–110)
- Individuals with Disabilities Education Improvement Act of 2004 – DEC. 3, 2004 108th Congress ( Public Law 108–446)
- The Carl D. Perkins Career and Technical Education Improvement Act (S. 250)

**Contact Information**

Committee on Education and the Workforce  
U. S. House of Representatives  
2181 Rayburn House Office Building  
Washington, D.C. 20515  
[edworkforce.house.gov](http://edworkforce.house.gov)

Committee on Health, Education, Labor, and Pensions  
428 Senate Dirksen Office Building  
Washington, DC 20510  
[help.senate.gov](http://help.senate.gov)

**Notes**

Information gathered from websites of the U.S. House Committee on Education and the Workforce and the U.S. Senate Committee on Health, Education, Labor, and Pensions.

## U.S. Department of Education

### Influence Index: 99

**Mission Statement:** The mission of the Department of Education is to ensure equal access to education and to promote educational excellence throughout the nation.

**History & General Information:** The Department of Education Organization Act of 1979 created the U.S. Department of Education. Its offices now include the Office of Elementary and Secondary Education, Office for Civil Rights, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, and the Institute of Education Sciences.

SOURCE: [www.ed.gov](http://www.ed.gov)

#### BASIC FACTS

**Location** Washington, DC

**President/Director** Secretary Margaret Spellings

**Number of Staff** 4,500

**Membership** N/A

#### FISCAL DATA

The Department of Education has a total budget of approximately \$88.9 billion for FY2006. Of that total, \$57.6 billion is made up of discretionary appropriations and \$31.3 billion is from mandatory appropriations. The budget encompasses:

- Title I grants to districts \$12.71 billion
- Special education (IDEA) state grants (Part B-611) 10.58 billion
- Vocational and technical education \$1.30 billion
- Pell Grants \$13.1 billion
- Institute of Education Science (IES) \$517 million

### Major Initiatives

#### Contact Information

The U.S. Department of Education promulgates regulations related to federal laws and programs such as the No Child Left Behind Act and the Individuals with Disabilities Education Act. The Department distributes funding and financial aid. In addition, it conducts research and assembles data. Recent initiatives are:

- No Child Left Behind
- Reading First
- National Mathematics Advisory Panel
- Commission on the Future of Higher Education

The Department of Education is also home to the Institute of Education Sciences (established by the Education Sciences Reform Act of 2002). Within IES is located the National Center for Education Statistics, primary federal entity for collecting and analyzing data related to education.

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

[www.ed.gov](http://www.ed.gov)

#### Notes

Information gathered from the U.S. Department of Education website [www.ed.gov](http://www.ed.gov).

## Bill & Melinda Gates Foundation

**Influence Index: 98**

**Mission Statement:** Through its partnerships in communities across the nation, the Bill & Melinda Gates Foundation is committed to raising the high school graduation rate and helping all students—regardless of race or family income—graduate as strong citizens ready for college and work. (Education Division)

**History & General Information:** In 1994, the William H. Gates Foundation was founded to promote efforts to improve global health and meet community needs in the Pacific Northwest. In 1999, it was renamed the Bill & Melinda Gates Foundation. Its education division now provides funding to organizations, throughout the country, seeking to improve the nation’s high schools.

SOURCE: [www.gatesfoundation.org](http://www.gatesfoundation.org)

### BASIC FACTS

**Location** Seattle, WA

**President/Director** Bill Gates, Melinda French Gates, and William H. Gates, Sr. (co-chairs);  
Patty Stonesifer (CEO)

**Number of Staff** 300

**Membership** N/A

### FISCAL DATA

The Bill & Melinda Gates Foundation is a 501(c)(3) Private Nonoperating Foundation. As of August 2006, the foundation had an endowment of \$31.9 billion and had made grant commitments of \$11.1 billion over the course of its existence. In 2005, its grant payments totaled \$1.36 billion. Since its founding, the organization has provided approximately \$1.2 billion to efforts aimed at improving high schools. In addition, it has donated more than \$1 billion in college scholarships.

SOURCE: [www.gatesfoundation.org](http://www.gatesfoundation.org)

## Major Initiatives

### Contact Information

The Bill & Melinda Gates Foundation has provided funding to assist with the establishment of more than 2,000 high schools in 40 states. These efforts include small or transformed schools and early college high schools. Scholarship programs supported by the foundation include the Gates Cambridge Scholars, the Gates Millennium Scholars, the Gates Public Service Law Scholarship, and the Washington State Achievers Scholarship.

The Foundation also provides support to a variety of public initiatives, research projects, and reports, including:

- The Education Trust's *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students* (2005)
- Civic Enterprises' *The Silent Epidemic: Perspectives of High School Dropouts* (2006)
- The STAND UP campaign
- *Education Week's Diplomas Count: An Essential Guide to Graduation Policy and Rates* (2006)
- 2005 National Education Summit on High Schools, sponsored by Achieve, Inc., and the National Governors Association

Bill & Melinda Gates Foundation  
PO Box 23350  
Seattle, WA 98102

[www.gatesfoundation.org](http://www.gatesfoundation.org)

### Notes

Information gathered from the Bill & Melinda Gates Foundation website [www.gatesfoundation.org](http://www.gatesfoundation.org). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

**The Education Trust**

**Influence Index: 94**

**Mission Statement:** The Education Trust works for the high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth. Our basic tenet is this — All children will learn at high levels when they are taught to high levels.

**History & General Information:** The Education Trust was created in 1990 as a special project of the American Association for Higher Education. It is now an independent nonprofit organization involved in policy research and professional development for educators. It is located in Washington, D.C. and has a West Coast presence in Oakland, California with the Education Trust-West.

SOURCE: [www.edtrust.org](http://www.edtrust.org)

**BASIC FACTS**

**Location** Washington, DC

**President/Director** Kati Haycock

**Number of Staff** 46-50

**Membership** N/A

**FISCAL DATA**

The Education Trust is a 501(c)(3) Public Charity. It receives major funding from foundations including the Annie E. Casey Foundation, Carnegie Corporation of New York, Bill & Melinda Gates Foundation, William & Flora Hewlett Foundation, Ewing Marion Kauffman Foundation, Walters Johnson Foundation, The Joyce Foundation, Lumina Foundation for Education, MetLife Foundation, State Farm Companies Foundation, and the Washington Mutual Foundation. For the tax year ending June 30, 2005, the Education Trust received direct public support of over \$5 million and had total revenue of \$6.2 million.

**Major Initiatives**

**Contact Information**

The Education Trust supports a variety of information and outreach activities including:

- National Center for Transforming School Counseling (NCTSC)
- Data tools such as College Results Online, Education Watch Online, and Dispelling the Myth Online
- Standards in Practice (SIP) and other professional development resources for teachers and school administrators
- Making Data Work: A Parent and Community Guide and other guides for parents and community members
- Education Trust National Conferences

The Education Trust engages in advocacy and research related to NCLB, teacher quality, and other policy issues. Among its recent publications are the following:

- *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality* (2006).
- *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students* (2005)

The Education Trust  
1250 H St. NW, Suite 700  
Washington, DC 20005

[www.edtrust.org](http://www.edtrust.org)

**Notes**

Information gathered from The Education Trust website [www.edtrust.org](http://www.edtrust.org). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

## National Governors Association (NGA)

**Influence Index: 82**

**Mission Statement:** The National Governors Association, a bipartisan organization of the nation's governors, promotes visionary state leadership, shares best practices and speaks with a unified voice on national policy. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing policy reports on innovative state programs and hosting networking seminars for state government executive branch officials. The NGA Center for Best Practices focuses on state innovations and best practices on issues that range from education and health to technology, welfare reform, and the environment. NGA also provides management and technical assistance to both new and incumbent governors.

**History & General Information:** The NGA was founded in 1908 and has four standing committees including the Education, Early Childhood and Workforce committee. The NGA Center for Best Practices has five divisions including one focusing on education. This division offers research and information on teacher quality, high school redesign, and other education reform topics.

SOURCE: [www.nga.org](http://www.nga.org)

### BASIC FACTS

**Location** Washington, DC

**President/Director** Ray Scheppach (Executive Director); John Thomasian (Director, Center for Best Practices)

**Number of Staff** 90

**Membership** Individual states and governors

### FISCAL DATA

The National Governors Association Center for Best Practices is a 501(c)(3) Public Charity. The NGA's state-federal operations and its Center for Best Practices have separate funding streams. The NGA receives dues from individual states. These payments support the organization's state-federal operations. The NGA Center for Best Practices receives funding through federal grants and contracts and from contributions by foundations. A small percentage of the Center's funding comes from the NGA Corporate Fellows Program. For the tax year ending on June 30, 2005, the NGA Center for Best Practices received more than \$26 million in direct public support and had over \$32 million in total revenue.

## Major Initiatives

### Contact Information

A number of the National Governors Association's major educational efforts in recent years have focused on high school reform.

- High School Honor States Grant Program
- Compact on State High School Graduation Data
- 2004-05 NGA Chairman Gov. Mark Warner's initiative on Redesigning the American High School
- 2005 National Education Summit on High Schools

Recent reports and publications include:

- *Graduation Counts: A Report of the National Governors Association Task Force on State High School Graduation Data (2005)*
- *Reading to Achieve: A Governor's Guide to Adolescent Literacy (2005)*
- *Front & Center*, the NGA's weekly electronic magazine
- *Honoring Progress*, newsletter about the Honor States Grant Program

National Governors Association  
Hall of the States  
444 N. Capitol St., Suite 267  
Washington, D.C. 20001-1512

[www.nga.org](http://www.nga.org)

### Notes

Information gathered from the NGA's website [www.nga.org](http://www.nga.org). Some additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

**American Federation of Teachers (AFT)**

**Influence Index: 78**

**Mission Statement:** The mission of the American Federation of Teachers, AFL-CIO, is to improve the lives of our members and their families, to give voice to their legitimate professional, economic and social aspirations, to strengthen the institutions in which we work, to improve the quality of the services we provide, to bring together all members to assist and support one another and to promote democracy, human rights and freedom in our union, in our nation and throughout the world.

**History & General Information:** The AFT was formed in 1916 to represent classroom teachers. It currently represents teachers; paraprofessionals and school-related personnel; local, state and federal employees; higher education faculty and staff; and nurses and other healthcare professionals. The AFT has 43 state affiliates and more than 3,000 local affiliates throughout the nation. It is an affiliate of the AFL-CIO.

SOURCE: [www.aft.org](http://www.aft.org)

**BASIC FACTS**

**Location** Washington, DC

**President/Director** Edward J. McElroy

**Number of Staff** Approximately 300

**Membership** More than 1.3 million members

**FISCAL DATA**

The AFT is a 501(c)(5) Labor, Agricultural and Horticultural Organization. For the tax year ending on June 30, 2005, it had total assets of just over \$23 million and total revenue of more than \$119 million. Much of its revenue comes from member dues and assessments.

**Major Initiatives**

The American Federation of Teachers holds regular national conventions for its members and hosts events focused on specialized topics, such as: the Quality Educational Standards in Teaching conference and the National Higher Education Issues conference. The organization also runs the AFT Legislative Action Center and conducts annual salary surveys.

AFT publications include:

- Survey and Analysis of Teacher Salary Trends
- *American Teacher* monthly newspaper
- *American Educator* quarterly magazine
- *American Academic* policy journal
- *PSRP Reporter*, a publication of AFT's Paraprofessional and School-Related Personnel Division

**Contact Information**

American Federation of Teachers, AFL-CIO  
555 New Jersey Ave. N.W.  
Washington, DC 20001

[www.aft.org](http://www.aft.org)

**Notes**

Information gathered from AFT's website [www.aft.org](http://www.aft.org). Additional data collected from the American Federation of Teachers, AFL-CIO Consolidated Statement of Activities.

## National Education Association (NEA)

**Influence Index: 74**

**Mission Statement:** To fulfill the promise of a democratic society, the National Education Association shall promote the cause of quality public education and advance the profession of education; expand the rights and further the interest of educational employees; and advocate human, civil, and economic rights for all.

**History & General Information:** The National Education Association (NEA) was founded in 1857 to "advance the interests of the profession of teaching and to promote the cause of popular education in the United States." In 1966, it merged with the American Teachers Association. In February 2006, the NEA and the AFL-CIO reached an agreement to permit NEA local affiliates to become AFL-CIO affiliates.

SOURCE: [www.nea.org](http://www.nea.org)

### BASIC FACTS

**Location** Washington, DC  
**President/Director** Reg Weaver  
**Number of Staff** 555  
**Membership** 2.8 million members

### FISCAL DATA

The NEA is a 501(c)(5) Labor, Agricultural and Horticultural Organization. The organization is funded primarily by member dues and assessments. For the tax year ending August 31, 2005, it received membership dues and assessments totaling just over \$290 million and had total revenues of more than \$300 million.

## Major Initiatives

### Contact Information

The National Education Association host frequent conventions and events, including: the NEA Annual Meeting and Representative Assembly, Regional Leadership Conferences, and Minority Leadership Training Seminars. The organizations runs the NEA Legislative Action Center and engages in public outreach through television, radio, and print advertising.

NEA publications include:

- *NEA Today* magazine
- *This Active Life* magazine for retirees
- *Tomorrow's Teachers* magazine for student members
- *Higher Education Advocate* newsletter
- *Thought & Action* journal on higher education
- Rankings & Estimates annual research on education statistics

National Education Association  
 1201 16th Street, NW  
 Washington, DC 20036-3290

[www.nea.org](http://www.nea.org)

### Notes

Information gathered from the NEA website [www.nea.org](http://www.nea.org). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

**Achieve, Inc.**

**Influence Index: 74**

**Mission Statement:** Created by the nation’s governors and business leaders in 1996, Achieve, Inc., is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.

**History & General Information:** Achieve's board of directors is made up of six governors and six CEOs. Its American Diploma Project (ADP) Network includes 22 states that are working to better align K-12 education with postsecondary education and work.

SOURCE: [www.achieve.org](http://www.achieve.org)

**BASIC FACTS**

**Location** Washington, DC

**President/Director** Michael Cohen

**Number of Staff** 24

**Membership** N/A

**FISCAL DATA**

Achieve, Inc. is a 501(c)(3) Private Operating Foundation. For the tax year ending June 30, 2005, the organization received contributions, gifts and grants totaling more than \$4.5 million and had total revenue of more than \$4.5 million. It receives major funding from foundations and businesses including the Bill & Melinda Gates Foundation, The Boeing Company, Carnegie Corp. of New York, The GE Foundation, IBM Corp., Intel Foundation, Nationwide, The Prudential Foundation, State Farm Insurance Companies, Washington Mutual Foundation, and The William and Flora Hewlett Foundation.

**Major Initiatives**

Achieve’s initiatives include the development of benchmarks for academic standards and assessments, most recently in the area of college and workforce readiness. Achieve is a partner (with The Education Trust and the Thomas B. Fordham Foundation) in the American Diploma Project (ADP). Through the ADP Network, Achieve works with a group of 26 states to help align curriculum, standards, assessments and accountability at the K-12 level with the demands for college and workforce preparation. Achieve also engages the public as a supporter of high-profile convenings and co-sponsored the 2005 National Education Summit on High Schools.

Recent Achieve publications include:

- *The Expectations Gap: An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Work* (2006)
- *Rising to the Challenge: Are High School Graduates Prepared for College and Work* (2005)
- *Ready or Not: Creating a High School Diploma that Counts* (2004)

**Contact Information**

Achieve, Inc.  
1775 Eye Street NW, Suite 410  
Washington, DC 20006

[www.achieve.org](http://www.achieve.org)

**Notes**

Information gathered from Achieve's website [www.achieve.org](http://www.achieve.org). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

## The Thomas B. Fordham Foundation

### Influence Index: 73

**Mission Statement:** The Thomas B. Fordham Foundation believes that all children deserve a high quality K-12 education at the school of their choice. Nationally and in our home state of Ohio, we strive to close America's vexing achievement gaps by raising standards, strengthening accountability, and expanding education options for parents and families.

**History & General Information:** The Thomas B. Fordham Foundation was established in 1959, assisting charitable organizations in the Dayton, Ohio area. In 1995, the foundation's leadership decided that the organization should focus entirely on education reform. The organization moved its headquarters to Washington, D.C. and took on sponsorship of the Educational Excellence Network (EEN), an umbrella organization. The Fordham Foundation and the EEN promote charter schools and school choice among other reforms. In addition, the foundation is affiliated with The Thomas B. Fordham Institute.

SOURCE: [www.edexcellence.net](http://www.edexcellence.net)

#### BASIC FACTS

**Location** Washington, DC / Dayton, OH

**President/Director** Chester E. Finn, Jr.

**Number of Staff** 8 in Washington, DC; 5 in Ohio

**Membership** N/A

#### FISCAL DATA

The Thomas B. Fordham Foundation is a 501(c)(3) Private Nonoperating Foundation. For 2004, the organization had total revenue of \$2.4 million. It had total assets of approximately \$44 million.

### Major Initiatives

#### Contact Information

For about a decade, the Thomas B. Fordham Foundation has been a leading advocate of higher academic standards for American schools, sponsoring a series of studies on the topic. Among its efforts, the foundation also sponsors community (charter) schools. It has provided sponsorship to 10 schools serving more than 4,000 students in Ohio. In addition, the foundation sponsors two annual award programs. One prize is awarded for distinguished scholarship, with the other going to an education reform leader. The Fordham Foundation is a partner (with Achieve, Inc. and the Education Trust) in the American Diploma Project.

Recent Fordham Foundation Publications include:

- *The State of State World History Standards 2006* (2006)
- *The State of State Science Standards 2005* (2005)
- *Trends in Charter School Authorizing* (2006)
- *Charter School Funding: Inequity's Next Frontier* (2005)

The Thomas B. Fordham Foundation  
1701 K Street, NW, Suite 1000  
Washington, DC 20006

[www.edexcellence.net](http://www.edexcellence.net)

#### Notes

Information gathered from The Thomas B. Fordham Foundation's website [www.edexcellence.net](http://www.edexcellence.net). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

**Center on Education Policy (CEP)**

**Influence Index: 72**

**Mission Statement:** The Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center helps Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. CEP do not represent any special interests. Instead, the organization tries to help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools.

**History & General Information:** Created in January 1995, the Center on Education Policy (CEP) has produced studies and reports on exit exams, the implementation of the No Child Left Behind Act, and other education issues.

SOURCE: [www.cep-dc.org](http://www.cep-dc.org)

**BASIC FACTS**

**Location** Washington, DC

**President/Director** John F. (Jack) Jennings

**Number of Staff** 6

**Membership** N/A

**FISCAL DATA**

The Center on Education Policy is a 501(c)(3) Public Charity. It is funded through contributions from foundations such as The Atlantic Philanthropies, The George Gund Foundation, The Joyce Foundation, The Ewing Marion Kauffman Foundation, The Carnegie Corporation, The Hewlett Foundation, The Gates Foundation, The Ford Foundation, The Spencer Foundation, The William T. Grant Foundation, The MacArthur Foundation, The Ellis Foundation and Phi Delta Kappa International. For 2005, CEP received just over \$900,000 in direct public support and had total revenue of more than \$950,000.

**Major Initiatives**

**Contact Information**

The Center on Education Policy is a major convener of public conferences on a variety of topics. These events include CEP forums on the No Child Left Behind Act, community forums on public education, and conferences on virtual schools, social promotion and other policy issues. CEP also provides technical assistance to the states for their school improvement efforts.

Recent CEP publications include:

- *State High School Exit Exams: A Challenging Year* (2006)
- *From the Capital to the Classroom: Year 4 of the No Child Left Behind Act* (2006)
- *State High School Exit Exams: States Try Harder, But Gaps Persist* (2005)

Center on Education Policy  
1001 Connecticut Avenue NW  
Suite 522  
Washington DC 20036

[www.cep-dc.org](http://www.cep-dc.org)

**Notes**

Information gathered from CEP's website [www.cep-dc.org](http://www.cep-dc.org). Additional data collected from GuideStar at [www.guidestar.org](http://www.guidestar.org).

### **5.3. Profiles of Influential People**

**William H. Gates III**

**Influence Index: 100**

**Date of Birth** October 28, 1955

**Education** Attended Harvard University

**Current Position** Chairman, Microsoft Corporation;  
Co-chair, Bill & Melinda Gates Foundation



**Career Highlights**

- ❑ Chairman, Microsoft Corporation
- ❑ Co-chair, Bill & Melinda Gates Foundation
- ❑ Established the Bill & Melinda Gates Foundation (2000)
- ❑ CEO, Microsoft Corporation
- ❑ Founded Microsoft Corporation after withdrawing from Harvard University (1975)

**Accomplishments**

- ❑ Contributed over \$1 billion to high school reform efforts in the United States
- ❑ Author of *Business @ The Speed of Thought* (1999) and *The Road Ahead* (1995)
- ❑ Named the world's richest person by *Forbes Magazine* each year since 1995

**Biographical Sketch**

Microsoft founder Bill Gates is co-chair of the Bill & Melinda Gates Foundation. A major funder of international philanthropy, Gates has concentrated much of his domestic grant making on education and school reform initiatives. After focusing on issues related to technology in schools in the 1990s, the Bill & Melinda Gates Foundation was established in 2000 to address broader issues in school reform.

The Gates Foundation has contributed over 1.2 billion dollars to education reform efforts since its founding. Gates has been a leading voice in the call for high school reform, labeling the current system "obsolete." He is heavily involved in the Foundation's school reform effort, which has sparked a movement to turn large impersonal high schools into collections of small schools or learning communities. Recently, the foundation has turned its attention to the problem of increasing high school graduation rates across the nation.

**Bill Gates on education reform**

*"If we can focus on these three steps – high standards for all; public data on our progress; turning around failing schools – we will go a long way toward ensuring that all students have a chance to make the most of their lives."*

From: Speech to the National Education Summit on High Schools, February 26, 2005

**Notes**

Information collected from the Microsoft Corporation website at [www.microsoft.com](http://www.microsoft.com) and the Bill and Melinda Gates Foundation website at [www.gatesfoundation.org](http://www.gatesfoundation.org).

**George W. Bush**

**Influence Index: 94**

**Date of Birth** July 6, 1946

**Education** B.A. Yale University, 1968; M.B.A. Harvard University, 1975

**Current Position** President of the United States



**Career Highlights**

- ❑ President of the United States (2001-present)
- ❑ Governor of Texas (1994-2001)
- ❑ Managing General Partner, Texas Rangers (1989-1994)
- ❑ CEO, Spectrum 7 Energy Corporation (1984-1987)
- ❑ Sought seat in U.S. House of Representatives (1978)

**Accomplishments**

- ❑ Created the National Mathematics Advisory Panel (2006)
- ❑ Signed into law the Individuals with Disabilities Education Improvement Act of 2004
- ❑ Signed into law the No Child Left Behind Act of 2001
- ❑ First Texas governor elected to consecutive four-year terms
- ❑ Established the Texas Reading Initiative in 1996

**Biographical Sketch**

President Bush’s work with education reform began as Governor of Texas, which included legislation emphasizing local control of schools, higher standards, and a revised curriculum. During his 2000 presidential campaign, Bush frequently referred to the reforms in Texas as a model that the nation could follow to increase accountability and performance.

As President, Bush supported and eventually signed into law the No Child Left Behind Act in January of 2002. The federal legislation brought about accountability measures including increased testing, certification for highly qualified teachers, and requirements for districts to make “adequate yearly progress” in meeting performance goals.

**George Bush on No Child Left Behind**

*“I believe every child can learn and I refuse to accept excuses when they don’t. My plan will renew parents’ faith in the schools their children attend. I will insist on accountability, local control and the importance of teaching every child to read.”*

From: New York Times, September 25, 2000

**Notes**

Information collected from the White House website at [www.whitehouse.gov](http://www.whitehouse.gov) and the Forbes website at [www.forbes.com](http://www.forbes.com).

**Kati Haycock**

**Influence Index: 90**

**Education** B.A. University of California, Santa Barbara; M.A. University of California, Berkeley

**Current Position** Director, Education Trust



**Career Highlights**

- ❑ Director, Education Trust
- ❑ Executive Vice President, Children’s Defense Fund
- ❑ President, The Achievement Council
- ❑ Director, Outreach and Student Affirmative Action programs, nine-campus University of California system

**Accomplishments**

- ❑ Publications including: *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality* (2006), *Interpret With Caution: The First State Title II Reports on the Quality of Teacher Preparation* (2002), and *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap* (1998)
- ❑ Frequent commentator and speaker on education policy issues
- ❑ Serves on the boards of the Hunt Institute for Educational Leadership and Policy and the New Teacher Project

**Biographical Sketch**

Kati Haycock currently serves as director of the Education Trust. Established in 1990, the Trust aims to speak up for what’s right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to educators who want to work together to improve student achievement, pre-kindergarten through college.

Prior to directing Education Trust, Haycock served as executive vice president of the Children’s Defense Fund, the nation’s largest child advocacy organization.

A native Californian, Haycock founded and served as president of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominately minority schools for improving student achievement. Before that, she served as director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

**Kati Haycock on teacher quality**

*"We've not been willing to set nearly as high standards for teachers as we're now setting for kids. We're producing too few teachers in math in particular, we're producing too few teachers who want to teach in high-poverty areas, and we're producing too few teachers who can do either special education or bilingual education. Moreover, we're producing too few teachers who have the level of knowledge it takes to teach students to high standards."*

From: "A Lesson In Mediocrity: How Teachers Are Trained and Chosen," The Philadelphia Enquirer, July 12, 1998

**Notes**

Information collected from the Education Trust website at [www2.edtrust.org](http://www2.edtrust.org).

**G. Reid Lyon**

**Influence Index: 89**

**Date of Birth** January 7, 1949

**Education** Ph.D. University of New Mexico, 1978

**Current Position** Executive Vice President for Research and Evaluation, Best Associates and Whitney International University



**Career Highlights**

- ❑ Advisor to President George W. Bush on child development and education research and policies (2001-2005)
- ❑ Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (1991-2005)
- ❑ Member, Maternal and Child Health Scientific Peer Review Group at NICHD/NIH (1987-1991)
- ❑ Professor of Neurology, University of Vermont (1983-91)
- ❑ Professor of Communication Science and Disorders/ Neuroscience, Northwestern University (1980-83)
- ❑ Professor, University of Alabama-Birmingham (1977-1980)
- ❑ Third grade classroom teacher and school psychologist in public schools in New Mexico, North Carolina, and Vermont

**Accomplishments**

- ❑ Recipient of the Distinguished Education Achievement Award from the National Center for Learning Disabilities (2006)
- ❑ Primary architect of federal "Reading First" program
- ❑ Member of the President's Commission on Excellence in Special Education (2001-2002)
- ❑ Books include *Why Kids Can't Read: Challenging the Status Quo in Education* (2006) and *Frames of Reference for the Assessment of Learning Disabilities* (1994)

**Biographical Sketch**

Dr. G. Reid Lyon served as a research psychologist and administrator at the National Institute of Child Health and Human Development, a branch of the National Institute of Health. In that capacity, he was responsible for the direction of research programs in developmental psychology, cognitive neuroscience, behavioral pediatrics, reading, and human learning and learning disorders. His work on teaching children to read led him to advise then-Governor George W. Bush on reading programs in Texas. Lyon remained an advisor after Bush was elected President in 2000.

Before joining NIH on a full-time basis in 1991, Lyon served on the faculties of Northwestern University (1980-83) and the University of Vermont (1983-91). He has taught children with learning disabilities, worked as a third grade classroom teacher and served as a school psychologist for 12 years in the public schools.

Lyon was also directly involved in the development of "Reading First," which has provided federal funds for high-poverty, low-performing school districts. In return for the funds, the federal government asked school districts to change the way they taught reading and make significant progress toward the goal of having every child read at grade level by the end of the third grade.

**Reid Lyon on reading education**

*"In reading education, teachers are frequently presented with a 'One Size Fits All' philosophy that emphasizes either a 'whole language' or 'phonics' orientation to instruction. No doubt, this parochial type of preparation places many children at continued risk for reading failure since it is well established that no reading program should be without all the major components of reading instruction (phoneme awareness, phonics, fluency, reading comprehension) and the real question is which children need what, how, for how long, with what type of teacher, and in what type of setting."*

From: Statement before the Committee on Labor and Human Resources, April 28, 1998

**Notes**

Information collected from websites of the Best Associates at [www.bestassociates.com](http://www.bestassociates.com), the U.S. Department of Education at [www.ed.gov](http://www.ed.gov), and the National Center for Learning Disabilities at [www.ncl.org](http://www.ncl.org).

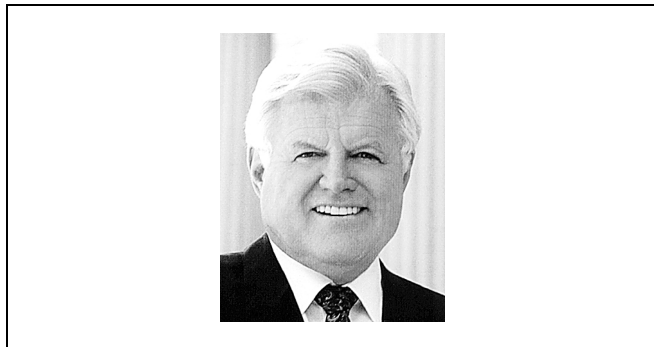
**Edward M. Kennedy**

**Influence Index: 87**

**Date of Birth** February 22, 1932

**Education** B.A. Harvard University, 1956; LL.B. University of Virginia, 1959

**Current Position** United States Senator (D-MA)



**Career Highlights**

- ❑ U.S. Senator (1962-present)
- ❑ Ranking Member, Senate Health, Education, Labor and Pensions Committee (2003-present)
- ❑ Chairman, Health, Education, Labor and Pensions Committee (2001-2003)
- ❑ Chairman, Labor and Human Resources Committee (1987-1995)
- ❑ Chairman, Senate Judiciary Committee (1978-1981)
- ❑ Assistant District Attorney, Suffolk County (1961-62)

**Accomplishments**

- ❑ Shaped and sponsored the No Child Left Behind Act
- ❑ Worked to create the National Center on Birth Defects and Developmental Disabilities
- ❑ Championed and supported Head Start throughout his career in the Senate

**Biographical Sketch**

Senator Edward M. Kennedy was elected to the United States Senate in 1962 to complete the term of his brother, John F. Kennedy, who was elected President in 1960. Since that time, Kennedy has been re-elected to seven full terms, and is now the second most senior member of that body.

During his career in the Senate, Kennedy has focused heavily on issues relating to the education and health of children. He has been a strong proponent of Head Start, as well as a supporter of the Summer Jobs for Youth Program. In 2001, Kennedy was a leading sponsor of the No Child Left Behind Act in the Senate, creating bipartisan support for the law.

Kennedy is currently the ranking member on the Senate Health, Education, Labor and Pensions committee. He also serves on the Judiciary Committee and the Armed Services Committee, and is the senior Democrat on the Immigration Subcommittee and the Seapower Subcommittee.

**Ted Kennedy on early childhood education**

*“The next great frontier of our commitment to reform should be early childhood education. The politics are complicated but the goal is simple. Every child should start school ready to learn.”*

From: Remarks at The National Press Club, January 16, 2002

**Notes**

Information collected from Edward Kennedy’s Senate website at [kennedy.senate.gov](http://kennedy.senate.gov).

**William J. Clinton**

**Influence Index: 86**

**Date of Birth** August 19, 1946

**Education** B.S. Georgetown University, 1968; J.D. Yale University, 1973

**Current Position** Founder, William J. Clinton Foundation



**Career Highlights**

- ❑ Founder, William J. Clinton Foundation
- ❑ President of the United States (1993-2001)
- ❑ Governor of Arkansas (1979-81 & 1983-92)
- ❑ Attorney General of Arkansas (1976-78)

**Accomplishments**

- ❑ Implemented Goals 2000, an education reform initiative designed to help states establish standards of excellence for all children
- ❑ Increased funding for Head Start 90 percent over 1993 levels and worked to create Early Head Start for children under the age of 3
- ❑ Signed the Reading Excellence Act, which funded grants for the America Reads challenge (1998)
- ❑ Signed reauthorization of the Elementary and Secondary Education Act (1994)
- ❑ Created Arkansas Education Standards Committee (1983)

**Biographical Sketch**

As governor of Arkansas, William J. Clinton created an Education Standards Committee charged with setting higher standards for the state's schools. In September of 1983, Clinton called for a special session of the state legislature to enact the proposed reforms. The reforms, including higher standards for student achievement, a more equitable funding formula, teacher testing, and the first sales tax increase in twenty-six years designed to fund the plan, passed after the longest special legislative session in Arkansas history.

As President, Clinton presided over the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA), which signaled a nationwide commitment to standards-based reform. The reauthorization, also known as the Improving America's Schools Act, required states to develop content and performance standards for K-12 schools. Congress also adopted the notion of "adequate yearly progress." Both of these features became lynchpins of the No Child Left Behind, the 2002 reauthorization of ESEA.

**Bill Clinton on 21<sup>st</sup> century schools**

*"Now if, if we do these things – end social promotion, turn around failing schools, build modern ones, support qualified teachers, promote innovation, competition and discipline -- then we will begin to meet our generation's historic responsibility to create 21st century schools."*

From: State of the Union Address, 1999

**Notes**

Information collected from the White House website at [www.whitehouse.gov](http://www.whitehouse.gov) and the William J. Clinton Foundation at [www.clintonfoundation.org](http://www.clintonfoundation.org).

**James B. Hunt Jr.**

**Influence Index: 82**

**Date of Birth** May 16, 1937

**Education** B.A. and M.S. North Carolina State University, 1959; J.D. University of North Carolina at Chapel Hill, 1964

**Current Position** Chair, Hunt Institute for Educational Leadership and Policy



**Career Highlights**

- ❑ Chair, Hunt Institute for Educational Leadership and Policy
- ❑ Chair, Institute for Emerging Issues
- ❑ Founding Chair, National Center for Public Policy and Higher Education,
- ❑ Partner, Womble, Carlyle, Sandridge & Rice Law Firm
- ❑ Governor of North Carolina (1977-1985 & 1993-2001)
- ❑ Chair, National Commission on Teaching and America's Future
- ❑ Chairman, National Education Goals Panel
- ❑ Vice Chairman, Achieve Inc. Board
- ❑ Founding Chair, National Board for Professional Teaching Standards
- ❑ Lieutenant Governor of North Carolina (1973-1977)

**Accomplishments**

- ❑ As Governor, oversaw largest statewide test score improvement in the 1990s
- ❑ Hunt's Smart Start initiative as Governor received the Innovations in American Government Award from the Ford Foundation and the John F. Kennedy School of Government at Harvard
- ❑ Recipient of numerous awards, including the National Education Association Friend of Education Award (2005) and the Education Commission of the States James Bryant Conant Award (1984)
- ❑ Author of *First in America: An Education Governor Challenges North Carolina* (2001)

**Biographical Sketch**

James Baxter Hunt Jr. served four terms as governor of North Carolina, where he earned a reputation as an education governor. The RAND Corporation reports that North Carolina public schools improved test scores more than any other state during Hunt's tenure in the 1990s. In 1985, he co-chaired with David Hamburg the "Committee of 50" which led to the Carnegie Forum on Education and the Economy and eventually to the National Board for Professional Teaching Standards.

Governor Hunt has served as chairman of the National Education Goals Panel and Vice Chairman of the board of Achieve, Inc. As Governor, he put into place one of the nation's most rigorous approaches to measuring student performance, requiring mastery for promotion and graduation, and providing assistance to turn around failing schools.

**James Hunt on teacher quality**

*"The single most important action we can take to improve our schools is to strengthen the ability, knowledge, professionalism and recognition of our teachers."*

From: "First Teachers Take National Certification Test" (AP), January 5, 1995

**Notes**

Information taken from the Hunt Institute for Educational Leadership and Policy website at [www.hunt-institute.org](http://www.hunt-institute.org) and the National Center for Public Policy and Higher Education website at [www.highereducation.org](http://www.highereducation.org).

**Richard W. Riley**

**Influence Index: 82**

**Date of Birth** January 2, 1933

**Education** B.A. Furman University, 1954; J.D. University of South Carolina, 1959

**Current Position** Senior Partner, Nelson, Mullins, Riley, & Scarborough LLP; Chair, Riley Institute Advisory Council



**Career Highlights**

- ❑ Senior Partner, Nelson, Mullins, Riley and Scarborough LLP
- ❑ Chair, Riley Institute Advisory Council
- ❑ U.S. Secretary of Education (1993–2001)
- ❑ Distinguished Senior Professor of Government, Politics, and Public Leadership, Furman University
- ❑ Distinguished University Professor of Education, University of South Carolina
- ❑ Governor of South Carolina (1979-87)
- ❑ State Senator, South Carolina (1967-77)
- ❑ State Representative, South Carolina (1963-66)

**Accomplishments**

- ❑ Recipient of numerous awards, including Public Advocate Inc.'s Voice of Conscience Award (2006), the Citizen of the Carolinas Award (2005), and the James Bryant Conant Award from the Education Commission of the States (1995)
- ❑ Convened the National Reading Summit (1998)
- ❑ Worked to pass the Reading Excellence Act (1995)
- ❑ As Governor of South Carolina, appointed a blue-ribbon commission to study excellence in education (1983)

**Biographical Sketch**

Richard Riley was nominated to be Secretary of Education by President Bill Clinton in December 1992 and served through the administration's two terms. During Clinton's first term, Riley focused on efforts to raise academic standards, improve instruction for the poor and disadvantaged, expand grants and loan programs to help more Americans go to college, prepare young people for the world of work, and improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 4,000 groups.

Prior to his nomination, Riley served two terms as Governor of South Carolina where he lobbied support for his Education Improvement Act, described as the most comprehensive educational reform measure in the country by a RAND Corporation study. Results of the 1984 act could be seen in higher Scholastic Aptitude Test (SAT) scores as well as in increases in the proportion of high school graduates continuing on to college.

**Richard Riley on education reform**

*"The issue is not 'good,' 'bad,' or 'rank,' but whether we are changing fast enough to save and educate this generation of young people, whether education has kept up with the fundamental and far-reaching changes in the economic and social structure of this nation."*

From: State of Education Address, February 15, 1994

**Notes**

Information collected from websites of the U.S. Department of Education at [www.ed.gov](http://www.ed.gov), Nelson, Mullins, Riley and Scarborough LLP at [www.nelsonmullins.com](http://www.nelsonmullins.com), CNN at [www.cnn.com](http://www.cnn.com), and the Richard W. Riley Institute at [www.furman.edu](http://www.furman.edu).

**Marshall (Mike) S. Smith**

**Influence Index: 81**

**Education** Ed.M. and Ed.D. Harvard Graduate School of Education

**Current Position** Director, Education Program, William and Flora Hewlett Foundation



**Career Highlights**

- ❑ Director, Education Program, William and Flora Hewlett Foundation (2001-present)
- ❑ Acting Deputy Secretary, U.S. Department of Education (1996-2000)
- ❑ Undersecretary, U.S. Department of Education (1993-2000)
- ❑ Dean, Graduate School of Education at Stanford University (1986-93)
- ❑ Director, Wisconsin Center for Education Research (1980-86)
- ❑ Associate Professor, Harvard Graduate School of Education (1976-1996)

**Accomplishments**

- ❑ Directed the development and enactment of the Goals 2000: Educate America Act, the Improving America's Schools Act, and the School-to-Work Opportunities Act
- ❑ Led the Clinton administration's efforts to pass the Student Loan Reform Act
- ❑ Pioneering work on theory of systemic educational reform

**Biographical Sketch**

Dr. Marshall (Mike) S. Smith is currently Director for the Education Program at the William and Flora Hewlett Foundation. Previously, Smith served as Undersecretary and Acting Deputy Secretary of the U.S. Department of Education under President Clinton. As a federal official, he directed the development of the Goals 2000: Educate America Act, the Improving America's Schools Act, and the School-to-Work Opportunities Act.

Prior to joining the U.S. Department of Education, Smith served as Professor of Education and Dean of the Graduate School of Education at Stanford University. Smith's academic work focuses on a wide range of issues, including desegregation, early childhood programs, effective schools, and the effect of federal policies on state and local practice. In the late 1980's and early 1990's, he also worked to articulate a framework of standards-based school improvement known as systemic reform.

**Mike Smith on standards**

*"In the future, we need to work tirelessly for high-quality and challenging learning experiences for all students, education environments that motivate students and teachers, and adequate time to help students who need it to reach meaningful standards."*

From: Commentary in *Quality Counts 2006*, January 5, 2006

**Notes**

Information collected from the William and Flora Hewlett Foundation website at [www.hewlett.org](http://www.hewlett.org) and the Education Sector website at [www.educationsector.org](http://www.educationsector.org).

## Margaret Spellings

**Influence Index: 80**

**Date of Birth** November 30, 1957

**Education** B.A. University of Houston

**Current Position** Secretary, United States  
Department of Education



### Career Highlights

- ❑ Secretary, U.S. Department of Education (2005-present)
- ❑ Assistant to President George W. Bush, Domestic Policy (2000-2004)
- ❑ Senior Advisor, Governor George W. Bush (1994-2000)
- ❑ Associate Executive Director, Texas Association of School Boards

### Accomplishments

- ❑ Overseeing the implementation of the No Child Left Behind Act
- ❑ A chief architect of the *No Child Left Behind Act* as domestic policy advisor to President Bush
- ❑ Instrumental in developing and implementing the Texas Reading Initiative

## Biographical Sketch

On January 20, 2005, Margaret Spellings was confirmed as the 8th U.S. Secretary of Education. Prior to her appointment, Spellings served as Assistant to President George W. Bush for Domestic Policy where she helped craft education policies, including the No Child Left Behind Act. She was also responsible for the development and implementation of White House policy on immigration, health, labor, transportation, justice, housing, and other elements of President Bush's domestic agenda.

Prior to her work at the Department of Education and White House, Spellings worked for six years as Governor George W. Bush's Senior Advisor with responsibility for developing and implementing the Governor's education policy.

### Margaret Spellings on No Child Left Behind

*"States seeking additional flexibility will get credit for the work they have done to reform their education system as a whole. It is the results that truly matter, not the bureaucratic way that you get there."*

From: Speech delivered April 7, 2005 at Mount Vernon, VA

### Notes

Information collected from websites of the Department of Education at [www.ed.gov](http://www.ed.gov) and the White House at [www.whitehouse.gov](http://www.whitehouse.gov).

**Linda Darling-Hammond****Influence Index: 80**

**Education** B.A. Yale University; Ed.D. Temple University

**Current Position** Charles E. Ducommun Professor of Education, Stanford University School of Education

**Career Highlights**

- ❑ Charles E. Ducommun Professor of Education, Stanford University School of Education (1998-present)
- ❑ Executive Director, National Commission on Teaching and America's Future (NACTF) (1994-2001)
- ❑ Professor of Education, Teachers College, Columbia University (1989-1998)
- ❑ Co-Director, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University (1989-1998)
- ❑ Director and Senior Social Scientist, Education and Human Resources Program, RAND (1985-1989)

**Accomplishments**

- ❑ Recipient of such recognitions as the Pomeroy Award of the American Association of Colleges for Teacher Education (2006)
- ❑ As executive director of NCTAF, produced the report *What Matters Most: Teaching for America's Future*
- ❑ Books include *Teaching as the Learning Profession* (2000) and *The Right to Learn* (1998)

**Biographical Sketch**

Dr. Linda Darling-Hammond works on issues of education policy and practice, including school reform, authentic assessment, professional development schools and educational research. She serves as the faculty sponsor for Stanford's Teacher Education Program (STEP). Darling-Hammond has been instrumental in redesigning STEP to better prepare teachers to teach diverse learners in the context of challenging new subject matter standards. She served as executive director of the National Commission on Teaching and America's Future which, in 1996, produced the widely cited blueprint for education reform: *What Matters Most: Teaching for America's Future*.

Darling-Hammond is also helping to create a network of Bay Area schools of education and professional development schools. The network will promote school reform and learning communities for Bay Area practitioners through an ongoing series of workshops, institutes, peer coaching networks and study groups.

**Linda Darling-Hammond on teaching**

*"Bureaucratic solutions to problems of practice will always fail because effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Consequently, instructional decisions cannot be formulated on high then packaged and handed down to teachers."*

From: *The Right to Learn: A Blueprint for Creating Schools that Work*, 1997

**Notes**

Information taken from the websites of Stanford University at [ed.stanford.edu](http://ed.stanford.edu) and *Education Policy Analysis Archives* at [epaa.asu.edu](http://epaa.asu.edu).

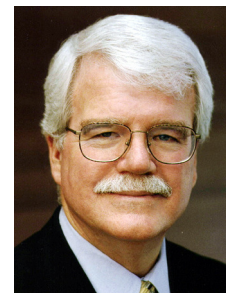
**George Miller**

**Influence Index: 77**

**Date of Birth** May 15, 1945

**Education** B.A. San Francisco State University, 1968; J.D. University of California, Davis, 1972

**Current Position** United States Representative (D-California, 7th Congressional District)



**Career Highlights**

- ❑ U.S. House of Representatives, 1975-present
- ❑ At Large Whip, U.S. House of Representatives, 1975-present
- ❑ Senior Democrat, House Education and the Workforce Committee, 2001-present
- ❑ Chairman, Democratic Policy Committee, 2003-present
- ❑ Senior Democrat, House Resources Committee, 1995-2000
- ❑ Chairman, Natural Resources Committee, 1991-1994
- ❑ Founding Chairman, House Select Committee on Children, Youth and Families, 1983-1991
- ❑ Attorney, California Senate Majority Leader, 1972-1974
- ❑ Legislative Aide, California Senate Majority Leader, 1969-1974

**Accomplishments**

- ❑ One of four congressional authors of the No Child Left Behind Act of 2001
- ❑ Introduced the College Opportunity for All Act of 2005
- ❑ Introduced the Teacher Excellence for All Children Act of 2000
- ❑ Founding Member, Congressional Progressive Caucus

**Biographical Sketch**

Congressman George Miller has represented the 7th District of California in San Francisco's East Bay since 1975. Miller was the founding chairman of the House Select Committee on Children, Youth and Families from 1983 through 1991, where he initiated congressional efforts to stop President Ronald Reagan's budget cuts to services for poor children and their families.

Miller was elected in January 2001 by his colleagues to serve as the senior Democrat on the House Education and the Workforce Committee, a committee on which he has served since he first came to Congress. He has been re-elected to that post by his colleagues every two years since 2001. Miller was one of the authors and leading sponsors of the No Child Left Behind bill in the House.

**George Miller on No Child Left Behind**

*"At its core, No Child Left Behind is a civil rights law. By holding schools accountable for the education of all children, the law seeks to close the academic achievement gap between white students and minority students. That achievement gap – which is really an opportunity gap – has stubbornly persisted for generations."*

From: House Education and the Workforce Committee hearing, July 27, 2006

**Notes**

Information collected from George Miller's House website at [www.house.gov/georgemiller](http://www.house.gov/georgemiller).

**Chester E. Finn, Jr.**

**Influence Index: 76**

**Date of Birth** August 3, 1944

**Education** Harvard University: B.A., 1965; M.A., 1967; Ph.D., 1970

**Current Position** President, Thomas B. Fordham Foundation



**Career Highlights**

- ❑ President, Thomas B. Fordham Foundation and Thomas B. Fordham Institute
- ❑ Senior Fellow, Hoover Institution
- ❑ Chairman, Koret Task Force on K–12 Education
- ❑ Senior Editor, Education Next
- ❑ Fellow, International Academy of Education
- ❑ Adjunct Fellow, Hudson Institute
- ❑ John M. Olin Fellow, Manhattan Institute (1999-2002)
- ❑ Professor of Education and Public Policy, Vanderbilt University (1981-2002)
- ❑ Senior Partner and Founder, Edison Project (1992-1994)
- ❑ Assistant Secretary for Research and Improvement, U.S. Department of Education (1985-1988)

**Accomplishments**

- ❑ Founder of *Education Gadfly*
- ❑ Recipient of awards from the Educational Press Association of America, Choice magazine, the Education Writers Association, and the Freedoms Foundation at Valley Forge
- ❑ Books include *Leaving No Child Behind: Options for Kids in Failing Schools* (2004) and *Charter Schools in Action: Renewing Public Education* (2001)

**Biographical Sketch**

Dr. Chester E. (“Checker”) Finn currently holds several positions and affiliations, serving as President of the Thomas B. Fordham Foundation and Thomas B. Fordham Institute and Senior Fellow at Stanford’s Hoover Institution. The primary focus of his work is the reform of elementary and secondary schooling.

Finn serves on a number of boards including those of K12, the National Council on Teacher Quality, the National Alliance for Public Charter Schools, the Philanthropy Roundtable, and Keys to Improving Dayton’s Schools, Inc. Is also an advisor for the National Association of Scholars and the Center of the American Experiment. From 1988 to 1996, Finn was a member of the National Assessment Governing Board, a term that included two years as NAGB’s chairman.

Senior editor of the journal *Education Next*, Finn also writes a weekly column in the Fordham Foundation’s *Education Gadfly*. His work on education reform has been recognized by awards from the Educational Press Association of America, *Choice* magazine, the Education Writers Association, and the Freedoms Foundation at Valley Forge.

**Checker Finn on the goals of education**

*America’s future hinges on having lots of people who know a lot—and are clever at figuring things out and creating new and better ways of doing things. That means having a serious (and well-rounded) education, not just passing math and reading tests.*

From: *The Education Gadfly*. December 22, 2005

**Notes**

Information collected from the Thomas B. Fordham Foundation website at [www.edexcellence.net](http://www.edexcellence.net), the Hoover Institution website at [www.hoover.org](http://www.hoover.org), and the Hudson Institute website at [www.hudson.org](http://www.hudson.org).

## **5.4. Profiles of Influential Information Sources**

## National Assessment of Educational Progress (NAEP)

**Influence Index: 100**

**What is NAEP?** The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in a variety of subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

**History & General Information:** Established in 1969, the National Assessment of Educational Progress (NAEP) is made up of national, state, and long-term trend testing programs. In addition, NAEP launched a Trial Urban Districts Assessment in 2002. The national NAEP assessments are taken by a representative sample of students in grades four, eight, and twelve in a variety of subject areas. NAEP's goals are to "compare student achievement in states and other jurisdictions and to track changes in achievement...over time." By law, the Commissioner of Education in the U.S. Department of Education's National Center for Education Statistics directs the NAEP program. The National Assessment Governing Board (NAGB) has responsibility for developing policy and test specifications for the assessments.

SOURCE: [nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard)

### BASIC FACTS

**Audience** Parents, researchers, media, educators, policymakers

**Publisher/Sponsor** National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

**President/Director** Mark S. Schneider, Commissioner for Education Statistics, National Center for Education Statistics; Peggy G. Carr, Associate Commissioner for the Assessment Division

### CIRCULATION

National Assessment of Educational Progress produces a variety of reports and publications that are made available by National Center for Education Statistics through the *NAEP: The Nation's Report Card* website at [nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard).

Users can also access data from NAEP through the *NAEP Data Explorer* at [nces.ed.gov/nationsreportcard/nde](http://nces.ed.gov/nationsreportcard/nde).

## Programs and Publications

NAEP publication and information products include:

- ❑ *The Nation's Report Card: Reading 2005*
- ❑ *The Nation's Report Card: Mathematics 2005*
- ❑ *The Nation's Report Card: Trial Urban District Assessment, 2005 Reading Report Card*
- ❑ *The Nation's Report Card: Trial Urban District Assessment, 2005 Mathematics Report Card*
- ❑ *A Closer Look at Charter Schools Using Hierarchical Linear Modeling* (2006)
- ❑ Sample assessment questions
- ❑ *NAEP Data Explorer*
- ❑ Profiles of state achievement
- ❑ High School Transcript Study

### Contact Information

U.S. Department of Education  
 Institute of Education Sciences  
 National Center for Education Statistics  
 1990 K Street NW  
 Washington, DC 20006

[nces.ed.gov](http://nces.ed.gov)

### Notes

Information gathered from the NAEP website at [nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard)

## Education Week

**Influence Index: 98**

**Mission:** *Education Week* is published by Editorial Projects in Education Inc. (EPE), a nonprofit, tax-exempt organization based in Bethesda, MD. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. *Education Week* covers local, state, and national news and issues from preschool through the 12th grade. EPE also produces *Teacher Magazine*, edweek.org and Agent K-12 and releases periodic special reports on issues ranging from technology to textbooks. Education Week Press publishes books of special interest to educators.

**History & General Information:** *Education Week* made its debut on September 7, 1981, and is currently celebrating its 25th anniversary in print. It is published weekly and identifies itself as American education's newspaper of record. In 1997, *Education Week* also began publishing *Quality Counts*, an annual report on the condition of public education in the 50 states and the District of Columbia.

SOURCE: [www.edweek.org](http://www.edweek.org)

### BASIC FACTS

**Audience** Print subscribers and online users

**Publisher/Sponsor** Editorial Projects in Education, Inc., a nonprofit educational organization

**President/Director** Virginia B. Edwards, Editor and Publisher

### CIRCULATION

*Education Week's* paid print circulation is more than 50,000 copies per week.

The edweek.org website provides users and subscribers with print content from *Education Week* as well as online-only features. Currently, edweek.org has about 725,000 registered users.

## Programs and Publications

*Education Week's* regular features or major sections include:

- Report Roundup
- State Journal
- News in Brief
- In Perspective
- Commentary
- Recent special reporting features include: NCLB progress reports; *High Hopes*, a series on high school reform; and *Hurricanes Katrina and Rita: The School Impact*

Education Week currently publishes three special annual issues combining research and reporting: *Quality Counts*, *Technology Counts*, and *Diplomas Count*.

### Contact Information

Editorial Projects in Education Inc.  
6935 Arlington Road, Suite 100  
Bethesda, MD 20814-5233

[www.edweek.org](http://www.edweek.org)

### Notes

Information gathered from the *Education Week* website at [www.edweek.org](http://www.edweek.org).

## National Center for Education Statistics (NCES)

**Influence Index: 89**

**What is NCES?** The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education’s Institute of Education Sciences.

**History & General Information:** The National Center for Education Statistics, as part of its Congressional mandate, collects and disseminates data on education in the United States. Major offices and programs within NCES include the Office of the Commissioner, the Office of the Deputy Commissioner, the Early Childhood, International and Crosscutting Studies Division, the Elementary/Secondary and Libraries Studies Division, the Postsecondary Studies Division, and the Assessment Division.

SOURCE: [nces.ed.gov](http://nces.ed.gov)

### BASIC FACTS

**Audience** Congress, federal agencies, state education agencies, state and local officials, educational organizations, news media, business organizations, and the general public

**Publisher/Sponsor** Institute of Education Sciences, U.S. Department of Education

**President/Director** Mark S. Schneider, Commissioner for Education Statistics, National Center for Education Statistics

### CIRCULATION

Publications and data tools from the National Center for Education Statistics (NCES) can be found on the NCES website at [nces.ed.gov](http://nces.ed.gov).

NCES publications are also made available through Education Publications (ED Pubs), the Education Resources Information Center (ERIC), and the Government Printing Office (GPO).

## Programs and Publications

NCES’s regular publication series and data resources include:

- ❑ Annual reports including: *The Condition of Education*, *The Digest of Education Statistics*, *Projections of Education Statistics*, and *Indicators of School Crime and Safety*
- ❑ Elementary/Secondary Surveys including the Common Core of Data (CCD), the Education Finance Statistics Center, and the Schools and Staffing Survey (SASS)
- ❑ NCES data and analysis tools allow users to locate public schools and districts, build tables, and download data from sources like the Common Core of Data and NAEP

### Contact Information

U.S. Department of Education  
 Institute of Education Sciences  
 National Center for Education Statistics  
 1990 K Street NW  
 Washington, DC 20006

[nces.ed.gov](http://nces.ed.gov)

### Notes

Information gathered from the National Center for Education Statistics website at [nces.ed.gov](http://nces.ed.gov).

## The New York Times

**Influence Index: 84**

**Mission:** The mission of the *New York Times* is to enhance society by creating, collecting and distributing high quality news, information and entertainment (The New York Times Company). *The Times* is dedicated to providing news coverage of exceptional depth and breadth, as well as opinion that is thoughtful and stimulating. Widely quoted, and often hotly debated, *The Times* is held by its readers to the highest of standards and continues to be regarded by many as the nation's pre-eminent newspaper.

**History & General Information:** *The New York Times* began publishing as the *New York Daily Times* on September 18, 1851 and changed its name to *The New York Times* on September 14, 1857. Its NYTimes.com website started operating in January 1996.

SOURCE: [www.nytco.com](http://www.nytco.com)

### BASIC FACTS

**Audience** Print subscribers and online users

**Publisher/Sponsor** The New York Times Company

**President/Director** Arthur O. Sulzberger, Jr.,  
Chairman of The New York Times Company, and Publisher of  
*The New York Times*

### CIRCULATION

*The New York Times* 12-month average circulation is 1.1 million (Weekday) and 1.7 million (Sunday). It is the largest 7-day newspaper in the United States. According to analysis from an independent research firm, its readership is almost seven million people on Sundays, and nearly five million daily. According to its own figures, the NYTimes.com had 17 million average monthly unique users in 2005, with more than 3.2 million people receiving requested newsletters from the website daily.

## Programs and Publications

*The New York Times*' regular features or major sections include:

- The New York Times* daily newspaper
- NYTimes.com
- Today's Headlines e-mail
- On Education* column

Education coverage in *The Times* spans national topics, state issues, and local developments in the New York City metropolitan area. Online education features at nytimes.com include Education Life, Opinion columns, The Learning Network, and coverage of special topics like evolution.

### Contact Information

The New York Times Company  
229 West 43rd Street  
New York, NY 10036

[www.nytco.com](http://www.nytco.com)  
[www.nytimes.com](http://www.nytimes.com)

### Notes

Information gathered from websites of The New York Times Company at [www.nytco.com](http://www.nytco.com) and *The New Times* at [www.nytimes.com](http://www.nytimes.com).

## U.S. Department of Education

**Influence Index: 80**

**Mission:** The mission of the Department of Education is to ensure equal access to education and to promote educational excellence throughout the nation.

**History & General Information:** The Department of Education Organization Act of 1979 created the U.S. Department of Education. Its offices now include the Office of Elementary and Secondary Education, Office for Civil Rights, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, and the Institute of Education Sciences.

SOURCE: [www.ed.gov](http://www.ed.gov)

### BASIC FACTS

**Audience** Congress, federal agencies, state education agencies, state and local officials, educational organizations, news media, business organizations, and the general public

**Publisher/Sponsor** N/A

**President/Director** Secretary Margaret Spellings

### CIRCULATION

Research, press releases, fact sheets and data are available on the U.S. Department of Education's website at [www.ed.gov](http://www.ed.gov)

Reports and data tools from the U.S. Department of Education's National Center for Education Statistics (NCES) can be found on the NCES website at [nces.ed.gov](http://nces.ed.gov).

## Programs and Publications

The U.S. Department of Education's regular publication series, data resources, and information products include:

- ❑ Reports and publications from the Department's National Center for Education Statistics (see NCES profile for more information)
- ❑ Information products tailored for different audiences (students, parents, teachers, and administrators)
- ❑ Reports on the performance of Department of Education programs
- ❑ A variety of newsletters including *The Achiever*, *EDInfo*, *ED Review*, and the *Education Innovator*
- ❑ Guides to policies and practices for educators, administrators and parents

### Contact Information

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

[www.ed.gov](http://www.ed.gov)

### Notes

Information gathered from the U.S. Department of Education website at [www.ed.gov](http://www.ed.gov).

## The Education Trust

**Influence Index: 79**

**Mission:** The Education Trust works for the high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth. The Trust’s basic tenet is that all children will learn at high levels when they are taught to high levels.

**History & General Information:** The Education Trust was created in 1990 as a special project of the American Association for Higher Education. It is now an independent nonprofit organization involved in policy research and professional development for educators. The Trust is located in Washington, D.C. and has a West Coast presence in Oakland, California with the Education Trust-West.

SOURCE: [www.edtrust.org](http://www.edtrust.org)

### BASIC FACTS

**Audience** Educators, parents, policymakers, web users

**Publisher/Sponsor** The Education Trust, a nonprofit organization dedicated to closing the achievement gap

**President/Director** Kati Haycock

### CIRCULATION

The Education Trust provides research, data, and testimony on policies to improve education.

It makes its publications, presentations, and data tools available through its website at [www.edtrust.org](http://www.edtrust.org).

## Programs and Publications

The Education Trust produces a variety of publications and information resources. Its data tools include: College Results Online, Education Watch Online, and Dispelling the Myth Online. The Education Trust also publishes such resources as Making Data Work: A Parent and Community Guide

Recent reports from the Education Trust include:

- *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality* (2006)
- *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students* (2005)
- *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap* (1998)

### Contact Information

The Education Trust  
1250 H St. NW, Suite 700  
Washington, DC 20005

[www.edtrust.org](http://www.edtrust.org)

### Notes

Information gathered from The Education Trust website at [www.edtrust.org](http://www.edtrust.org).

## The Washington Post

**Influence Index: 68**

**Mission:** *The Washington Post* shares a belief that the free flow of information is essential to a successful democracy. Over the years the company's leaders have taken great risks to ensure that citizens have unfettered access to the news (The Washington Post Company).

**History & General Information:** *The Washington Post* was first published on December 6, 1877. It initially had a circulation of 10,000. Currently, the *Post* has a daily circulation of more than 700,000 and has grown to include the washingtonpost.com website.

SOURCE: [www.washpostco.com](http://www.washpostco.com)

### BASIC FACTS

**Audience** Print subscribers and online users

**Publisher/Sponsor** The Washington Post Company

**President/Director** Donald E. Graham, Chairman of the Board and Chief Executive Officer, The Washington Post Company, and Chairman, *The Washington Post*

### CIRCULATION

*The Washington Post* has a circulation of more than 700,000 daily and more than 980,000 on Sunday. Its washingtonpost.com website receives more than 200 million page views per month.

## Programs and Publications

*The Washington Post* reports on education and schooling news nationally and (in its Metro section) for the District of Columbia, Maryland, and Virginia. It reaches readers through:

- ❑ *The Washington Post* daily newspaper print edition
- ❑ washingtonpost.com

*The Post's* education coverage includes:

- ❑ Weekly columns: *Class Struggle* which spans a variety of topics; Family Almanac which provides advice to parents
- ❑ In-depth special reports, including:
  - The *Fall Education Review*
  - Grad Guide focusing on school-to-work issues
  - The *Best High Schools in America* listing (in partnership with *Newsweek*)
- ❑ Wire service stories on education

### Contact Information

The Washington Post  
1150 15th Street, NW  
Washington, DC 20071

[www.washingtonpost.com](http://www.washingtonpost.com)

### Notes

Information gathered from websites of The Washington Post Company's at [www.washpostco.com](http://www.washpostco.com) and *The Washington Post* at [www.washingtonpost.com](http://www.washingtonpost.com).

**Education Next**

**Influence Index: 59**

**Mission:** The publisher of *Education Next* states that: “In the stormy seas of school reform, this journal will steer a steady course, presenting the facts as best they can be determined, giving voice (without fear or favor) to worthy research, sound ideas, and responsible arguments. Bold change is needed in American K–12 education, but *Education Next* partakes of no program, campaign, or ideology. It goes where the evidence points.”

**History & General Information:** *Education Next* describes itself as a journal of opinion and research. It subjects papers to peer review using a double-blind process. The journal is published by the Hoover Institution at Stanford University and receives additional sponsorship from the Program on Education Policy and Governance at Harvard University and the Thomas B. Fordham Foundation.

SOURCE: [www.educationnext.org](http://www.educationnext.org)

**BASIC FACTS**

**Audience** Print subscribers and online users

**Publisher/Sponsor** Hoover Institution, a public policy research center at Stanford University

**President/Director** Paul E. Peterson, Editor-in-Chief

**CIRCULATION**

*Education Next* is published four times a year. Readers can find the journal online at [www.educationnext.org](http://www.educationnext.org). Print subscriptions are also available.

**Programs and Publications**

*Education Next's* regular features include:

- Forum
- Feature Articles
- Research
- The Legal Beat
- Book Reviews
- School Life

*Education Next* is a peer-reviewed journal. All papers submitted for consideration are submitted to scholars thought to be knowledgeable about the respective topics of the manuscripts. A double-blind process is followed, whereby the identities of authors and reviewers not revealed to one another.

**Contact Information**

Education Next  
Hoover Institution  
434 Galvez Mall  
Stanford University  
Stanford, CA 94305

[www.educationnext.org](http://www.educationnext.org)

**Notes**

Information gathered from the *Education Next* website at [www.educationnext.org](http://www.educationnext.org)

## PEN Weekly NewsBlast

**Influence Index: 59**

**About the NewsBlast:** *The PEN Weekly NewsBlast* is a free e-mail newsletter that provides information on school reform and school fundraising resources. The PEN NewsBlast is published by the Public Education Network, a national association of 86 local education funds working to improve public school quality in low-income communities nationwide.

**History & General Information:** The Public Education Network (PEN) is a network of local education funds in 34 states and the District of Columbia. It also has affiliates in Mexico, Peru, and the Philippines. The organization's NewsBlast offers summaries of education news, research, and data. It utilizes articles and reports previously published on the Internet.

SOURCE: [www.publiceducation.org](http://www.publiceducation.org)

### BASIC FACTS

**Audience** Online users and subscribers

**Publisher/Sponsor** Public Education Network, a national association of local education funds (LEFs) and individuals seeking to improve education in low-income communities

**President/Director** Wendy D. Puriefoy, President

### CIRCULATION

*The PEN Weekly NewsBlast* has 46,215 subscribers. In all, the *NewsBlast* reaches 250,000 readers. The newsletter can be received via email or found on the Public Education Network's website at [www.publiceducation.org](http://www.publiceducation.org).

## Programs and Publications

The PEN NewsBlast's major sections include:

- Summaries of education news articles and research reports
- Links to articles and publications
- New grant and funding information
- Quotes of the Week

### Contact Information

Public Education Network  
601 Thirteenth Street NW  
Suite 710 South  
Washington, DC 20005-3808

[www.publiceducation.org](http://www.publiceducation.org)

### Notes

Information gathered from the Public Education Network's website at [www.publiceducation.org](http://www.publiceducation.org)

## The Education Gadfly

**Influence Index: 55**

**About the Gadfly:** *The Education Gadfly* is published weekly (ordinarily on Thursdays), with occasional breaks, by the Thomas B. Fordham Foundation. Regular contributors include Martin A. Davis, Jr., Chester E. Finn, Jr., Liam Julian, Sarah Kim, Jennifer Leischer, Coby Loup, Eric Osberg, and Michael J. Petrilli.

**History & General Information:** First published in May 2001, *The Education Gadfly: A Weekly Bulletin of News and Analysis* from the Thomas B. Fordham Foundation offers commentary from Chester E. Finn, Jr. President of the Thomas B. Fordham Foundation and other education information. The Thomas B. Fordham Institute also produces the *Ohio Education Gadfly*, a bi-weekly bulletin of news and analysis focusing on the Ohio area. The Thomas B. Fordham Foundation conducts research on national education reform issues. It also promotes school-choice and sponsors charter schools in Ohio.

SOURCE: [www.edexcellence.net](http://www.edexcellence.net)

### BASIC FACTS

**Audience** Online users and subscribers

**Publisher/Sponsor** Thomas B. Fordham Foundation, an organization producing research, publications, and action projects on national education reform issues

**President/Director** Chester E. Finn, Jr., President Thomas B. Fordham Foundation and Thomas B. Fordham Institute and columnist, *The Education Gadfly*

### CIRCULATION

*The Education Gadfly* appears on the Thomas B. Fordham Foundation's website at [www.edexcellence.net](http://www.edexcellence.net). Users can sign-up for subscriptions.

## Programs and Publications

*The Education Gadfly's* regular features include:

- From Checker's Desk
- News and Analysis
- Recommended Reading
- Short Reviews of New Reports and Books
- The Education Gadfly Show* podcast

The Fordham Foundation also publishes a bi-weekly edition of *The Ohio Education Gadfly*, which focuses on the foundation's home state.

### Contact Information

The Thomas B. Fordham Foundation  
1701 K Street, NW, Suite 1000  
Washington, DC 20006

[www.edexcellence.net](http://www.edexcellence.net)

### Notes

Information gathered from the Thomas B. Fordham Foundation website at [www.edexcellence.net](http://www.edexcellence.net).

**Eduwonk**

**Influence Index: 48**

**About Eduwonk:** *Eduwonk* is a blog written by Andrew Rotherham, co-founder and co-director of Education Sector, the web log’s sponsor. Rotherham, an expert in education policy, is also a senior fellow at the Progressive Policy Institute and a member of the Virginia State Board of Education. Occasional guest bloggers also contribute to *Eduwonk*.

**History & General Information:** From its inception in 2004 until August 2005, *Eduwonk* was hosted by the Progressive Policy Institute. Since then it has been hosted by Education Sector. Education Sector is an independent research and analysis organization based in Washington, D.C. Therefore, the opinions expressed on *Eduwonk* should be considered to be those of the authors rather than organizational viewpoints.

SOURCE: [www.eduwonk.com](http://www.eduwonk.com)

**BASIC FACTS**

**Audience** Online users

**Publisher/Sponsor** Education Sector, a national education policy think tank

**President/Director** Andrew J. Rotherham, *Eduwonk* author and co-director of Education Sector

**CIRCULATION**

*Eduwonk*'s daily blogs are available on the web at [www.eduwonk.com](http://www.eduwonk.com) or through the Education Sector website at [www.educationsector.org](http://www.educationsector.org).

**Programs and Publications**

*Eduwonk*'s regular features or major sections include:

- ❑ Andrew Rotherham's commentary on education news and events
- ❑ Links to education articles, reports, blogs, and websites

**Contact Information**

Education Sector  
1201 Connecticut Ave., NW, Suite 850  
Washington, DC 20036

[www.educationsector.org](http://www.educationsector.org)

*Eduwonk*

[www.eduwonk.com](http://www.eduwonk.com)

**Notes**

Information gathered from the websites of *Eduwonk* at [www.eduwonk.com](http://www.eduwonk.com) and the Education Sector at [www.educationsector.org](http://www.educationsector.org).

## **6. APPENDICES**

## **6.1. Appendix 1: Complete Listing of Nominees in First-Round Survey**

### 6.1.1. Nominated Studies

The following studies received at least one nomination from the expert respondents of the Influence study survey. Studies judged most influential appear in bold

- Achilles, C., & Finn, J. (2000). Should class size be a cornerstone for educational Policy? *The CEIC Review*, 9(2), 15–23.
- Achilles, C. M., et al. (1994). *The multiple benefits of class-size research: A review of STAR's legacy, Subsidiary and Ancillary Studies*. Paper presented at the meeting of the Mid-South Educational Research Association, Nashville, TN.
- Adams, M. J. (1990). *Beginning To Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press.
- Adelman, C. (1999). *Answers in the tool box. Academic intensity, attendance patterns, and bachelor's degree attainment*. Jessup, MD: ED Pubs, U.S. Department of Education.
- Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion From High School Through College*. Jessup, MD: ED Pubs, U.S. Department of Education.
- Alexander, L., James, H. T., & Glaser, R. (1987). *The Nation's Report Card: Improving the assessment of student achievement. Report of the Study Group. With a Review of the Report by a Committee of the National Academy of Education*. Cambridge, MA: National Academy of Education, Harvard Graduate School of Education.
- American Association for the Advancement of Science. (1993). *Benchmarks for Science Literacy*. New York: Oxford University Press.
- American Council on Education. (1999) *To touch the future: Transforming the way teachers are taught. An action agenda for college and university presidents*. Washington, DC: ACE Fulfillment Service.
- American Diploma Project (2004). Ready or not: Creating a high school diploma that counts**. Washington, DC: Achieve, Inc., The Education Trust, and the Thomas E. Fordham Foundation. See **Influential Studies Profile**.
- American Federation of Teachers. (2003). *Where we stand: Teacher quality*. Washington, DC: American Federation of Teachers.
- American Psychological Association, Work Group of the APA Board of Educational Affairs. (1995). *Learner-centered psychological principles: A framework for school redesign and reform* (revised). Washington DC: American Psychological Association.
- Antonio, A., Kirst, M., & Venezia, A. (2003). *Betraying the college dream: How disconnected K–12 and postsecondary education systems undermine student aspirations: Final policy report from Stanford University's Bridge Project*. Stanford, CA: Stanford Institute for Higher Education Research.
- A-Plus Communications (1999). *Reporting results: What the public wants to know*. Bethesda, MD: Editorial Projects in Education.
- Augustine, N. (2005). *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. Washington, D.C.: The National Academies Press.
- Balfanz, R., & Legters, N. (2004). *Locating the Dropout Crisis*. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University.
- Ball, D., Cohen, D., & Raudenbush, S. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119-142.
- Barker, B. O. (2000). Anytime, Anyplace Learning. *Forum for Applied Research & Public Policy*, 15(1), 88-92.
- Barkley, S., Bottoms, G., Feagin, C. H., & Clark, S. (2001). *Leadership Matters: Building Leadership Capacity*. Atlanta, GA: Southern Regional Education Board.
- Barone, T. (2001). *Touching Eternity: The Enduring Outcomes of Teaching*. New York, NY: Teachers College Press.

- Barton, P. E. (2003). *Parsing the Achievement Gap: Baselines for Tracking Progress. Policy Information Report*. Princeton, NJ: Policy Information Center, Educational Testing Service.
- Barton, P. E. (2005). *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities. Policy Information Report*. Princeton, NJ: Policy Information Center, Educational Testing Service.
- Berliner, D. C. (2006). Our impoverished view of educational research. *Teachers College Record*, 108(6), 47.
- Berliner, D.C. (2005, August 2). Our Impoverished View of Educational Reform. *Teachers College Record*.
- Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's Public Schools*. Redding, MA: Addison-Wesley Publishing Company.
- Berliner, D., Glass, G., & Nichols, S. (2006). High-stakes testing and student achievement: Does accountability pressure increase student learning? *Education Policy Analysis Archives*, 14(1), 2.
- Berliner, D. C. & Laczko-Kerr, I. (2002). The effectiveness of "teach for America" and other under-certified teachers on student academic achievement: A case of harmful public policy. *Education Policy Analysis Archives*, 10(37).
- Berne, R., et al. (1995). *Reinventing central office. A primer for successful schools*. Chicago, IL: Cross City Campaign for Urban School Reform.
- Biancarosa, G., & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Washington, D.C.: Alliance for Excellent Education.
- Birman, B. F., Desimone, L., Garet, M. S., Porter, A. C., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Bordanora, A., Davis, C., & Jackson, A. (2000). *Turning points: Educating adolescents in the 21st century. A report of Carnegie Corporation of New York*. New York: Teachers College Press.
- Bradley, R., Danielson, L., & Hallahan, D. P., Eds. (2002). *Identification of Learning Disabilities: Research to Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Breaking Ranks: Changing an American Institution. A Report of the National Association of Secondary School Principals in Partnership with the Carnegie Foundation for the Advancement of Teaching on the High School of the 21st Century*. Reston, VA: National Association of Secondary School Principals.
- Bray, J. & Martinez, M. (2002). *All over the map: State policies to improve the high school*. Washington, DC: National Alliance for the American High School and The Institute for Educational Leadership.
- Brewer, D. & Goldhaber, D. (1997). Why don't schools and teachers seem to matter? Assessing the Impact of unobservables on Educational Productivity. *The Journal of Human Resources*, 32(3), 505-523.
- Bridgeland, J., Dilulio Jr, J., & Morison, K. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington, DC: Civic Enterprises and Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation.
- Brown, C., Gold, E., & Simon, E. (2002). *Strong neighborhoods, strong schools: The indicators Project on Education Organizing*. Chicago, IL: Cross City Campaign for Urban School Reform.
- Bryk, A. S., & Schneider, B. (2002). *Trust in Schools: A Core Resource for Improvement*. New York, NY: Russell Sage Foundation.
- Buenavista, T. L., Maldonado, D. E. Z., & Rhoads, R. (2005). The student-initiated retention project: Theoretical contributions and the role of self-empowerment. *American Educational Research Journal*, 42(4), 34.
- Burch, P., & Spillane, J. (2004). *Leading from the middle: Mid-level district staff and instructional improvement*. Chicago, IL: Cross City Campaign for Urban School Reform.
- Burney, D. & Elmore, R. (1998). *Continuous Improvement in Community District # 2, New York City*. Pittsburgh, PA: High Performance Learning Communities Project, Learning

- Research and Development Center,  
University of Pittsburgh.
- Burney, D. & Elmore, R. (1997a). *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City*. Washington, DC: National Commission on Teaching and America's Future.
- Burney, D. & Elmore, R. F. (1997b). *School variation and systemic instructional improvement in community school district #2, New York City*. Pittsburgh, PA: High Performance Learning Communities Project.
- Burkam, D. T. & Lee, V. E. (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school*. Washington, DC.: Economic Policy Institute.
- Burtless, G., Ed. (1996). *Does Money Matter? The effect of school resources on student achievement and adult success*. Washington, DC: Brookings Institution Press.
- Campbell, C., Harvey, J. & Hill, P. T., (2000). *It takes a city: Getting serious about urban school reform*. Washington, DC.: Brookings Institution Press.
- Campbell, D., West, M., & Peterson, P. (2005). Participation in a national, means-tested voucher program. *Journal of Policy Analysis and Management*, 24, 523-541.
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- Carter, S. C. (2000). *No excuses: Lessons from 21 high-performing, high-poverty schools*. Washington, DC: Heritage Foundation.
- Center for the Social Organization of Schools, Johns Hopkins University, Nomination for studies by the Systemics Program.
- Center on Education Policy, Nomination for studies of No Child Left Behind implementation.
- CEO Forum on Education & Technology. (2000). *The Power of digital learning: Integrating digital content. The CEO forum school technology and readiness report, Year Three*. The CEO Forum on Education & Technology.
- Chiu, M., & Khoo, L. (2005). Effects of resources, inequality, and privilege bias on achievement: Country, school, and student level analyses. *American Educational Research Journal*, 42(4), 575-603.
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- Collins, J. (2001). *Good to great*. New York: HarperBusiness.
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- Conley, D. (2003). *Who governs our schools: Changing roles and responsibilities*. New York: Teachers College Press.
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- Commission on Behavioral and Social Sciences and Education and the National Research Council. (1999). *How People Learn: Brain, Mind, Experience, and School*. Bransford, J. D., Brown, A. L., & Cocking, R. R., (Eds.) Washington, DC: National Academy Press. See Influential Studies Profile.**
- Cotton, K. Nomination for studies of small schools by Kathleen Cotton.
- Council of Chief State School Officers, Nomination for Annual National Conference on Large-Scale Assessment.
- Crawford, M., & Dougherty, E. (2003). *Updraft/downdraft: secondary schools in the*

- crosswinds of reform*. Lanham, MD: Scarecrow Press.
- Cremin, L. (1990). *Popular education and its discontents*. New York, NY: Harper & Row.
- Darling-Hammond, L. Nomination for studies on teaching by Linda Darling-Hammond.
- Darling-Hammond, L. (1997). *The Right To Learn: A Blueprint for Creating Schools That Work*. San Francisco, CA: Jossey-Bass, Inc., Publishers.
- Darling-Hammond, L. (1999). *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. Center for the Study of Teaching and Policy, University of Washington.
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- Dion, G., Grigg, W., & Perie, M. (2005). *The Nation's report card: Mathematics, 2005. NCES 2006-453*. Jessup, MD: ED Pubs, U.S. Department of Education.
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- Dynarski, M. & Myers, D. (2003). *Random assignment in program evaluation and intervention research: Questions and answers*. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community Programs To Promote Youth Development*. Washington, DC: National Academy Press.
- Editorial Projects in Education, Nomination for *Education Week's annual Quality Counts* report series (1997-2006).
- Education Trust. Nomination for studies on teacher quality. See Influential Studies Profile.**
- Education Trust, Nomination for studies on student achievement by the Education Trust.
- Elmore, R. Nomination for studies on school reform by Richard Elmore. See Influential Studies Profile.**
- Febey, K. & Nathan, J. (2001). *Smaller, safer, saner, successful schools*. Washington, DC: National Clearinghouse for Educational Facilities at the National Institute of Building Sciences.
- Ferrini-Mundy, J. Floden, R., & Wilson, S. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Finn, C. E., Jr., Ed., Rotherham, A. J., Ed., & Hokanson, C. R., Jr., Ed. (Eds.). (2001). *Rethinking special education for a new century*. Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute.
- Friedman, M., & Friedman, R. (1962). *Capitalism and freedom*. Chicago, IL: University of Chicago Press.
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- National Education Longitudinal Study (1972, 1980, 1988, 2002). Nomination for reports.
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- Slavin, R. Nomination for studies on Success for All by Robert Slavin.
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- Spillane, J. Nomination for studies on distributed leadership by James Spillane.
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- Thomas B. Fordham Foundation, Nomination for studies on academic standards.
- Thomas B. Fordham Foundation, Nomination for studies on social studies.
- Tennessee Student/Teacher Achievement Ratio (STAR). Nomination for various studies. See Influential Studies Profile.**
- Thernstrom, A., & Thernstrom, S. (2003). *No excuses: Closing the racial gap in learning*. New York, NY: Simon & Schuster.
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- U.S. Department of Education. Nomination for studies of Eisenhower Math and Science Education Program.
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Nomination for National Assessment of Title I. (2002-2006).
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### 6.1.2. Nominated Organizations

The following organizations received at least one nomination from the expert respondents of the Influence study survey. Organizations judged most influential appear in bold.

#### **Achieve, Inc.**

ACT, Inc.

Alliance for Excellent Education

American Association for the Advancement of Science

American Association of School Administrators

American Council on Education

American Education Finance Association

American Educational Research Association (AERA)

American Enterprise Institute

#### **American Federation of Teachers**

American Institutes for Research

American Psychological Association

Annenberg Foundation

Arizona State University, Education Policy Studies Laboratory

Association for Supervision & Curriculum Development

#### **Bill & Melinda Gates Foundation**

Broad Foundation

Brookings Institution

Business Roundtable

Campaign for Fiscal Equity

Carnegie Corporation

Center for Education Reform (CER)

Center for School Change

Center for Social Organization of Schools

Center for the Future of Teaching and Learning

#### **Center on Education Policy (CEP)**

Center on Reinventing Public Education

Charles Stewart Mott Foundation

Civil Rights Project at Harvard

College Board

Columbia University, Teachers College

Council for Exceptional Children

Council of Chief State School Officers (CCSSO)

Council of Great City Schools

Cross City Campaign

Economic Policy Institute

Edison Charter Schools

Editorial Projects in Education

Education Commission of the States

Education Leaders Council

Education Sector

#### **Education Trust**

Educational Testing Service (ETS)

Fair Test (National Center for Fair & Open Testing)

Ford Foundation

Harvard University

Heritage Foundation

Hoover Institute, Stanford University

Institute for Education Sciences (IES), U.S. Department of Education

Institute for Justice

Institute of Education Sciences

Jobs for the Future

Kellogg Foundation

KIPP Foundation

Koret Task Force

Learning First Alliance

Learning Research and Development Center (University of Pittsburgh)

Lynde and Harry Bradley Foundation

Manhattan Institute for Policy Research

McGraw-Hill

MDRC

Minority Student Achievement Network

National Academies of Science

National Academy of Education

National Alliance of Business

National Assessment Governing Board

National Association of Secondary School Principals

National Board for Professional Teaching Standards

National Center for the Study of Evaluation &

National Center for Research on Evaluation, Standards and Student Testing (CRESST)

National Center on Education and the Economy

National Commission on Teaching and America's Future

National Conference of State Legislatures

National Council of Teachers of Mathematics

#### **National Education Association (NEA)**

National Education Goals Panel

#### **National Governors Association (NGA)**

National Institute for Early Education Research  
Rutgers University  
National Institute of Child Health and Human  
Development (NICHD)  
National Research Council  
National School Boards Association  
National Science Foundation  
New American Schools  
New York State Courts  
New York State Education Department  
Northwestern University  
Pacific Legal Foundation  
Partnership for 21st Century Skills  
Pew Charitable Trusts  
Phi Delta Kappa  
Program on Education Policy and Governance  
(Harvard)  
Progressive Policy Institute  
Public Agenda - Education

Public Education Network  
RAND Corporation  
Republican Party  
Southern Regional Education Board (SREB)  
Spencer Foundation  
State Farm Insurance Companies  
Supreme Court  
Teach for America  
Texas Business Council  
**Thomas B. Fordham Foundation**  
**United States Congress (House)**  
**United States Congress (Senate)**  
**United States Department of Education**  
U.S. House of Representatives Committee on  
Education and the Workforce  
University of California, Los Angeles  
University of Illinois - Urbana Champaign  
University of Michigan

### 6.1.3. Nominated People

The following individuals received at least one nomination from the expert respondents of the Influence study survey. Persons judged most influential appear in bold.

Charles Achilles

Bruce Alberts

Michael Apple

John Augenblick

Eva Baker

Jon Baron

David Berliner

John Boehner

Derek Bok

Clint Bolick

Gerald Bracey

John Bransford

**George W. Bush**

Jeb Bush

Michael Casserly

**Bill Clinton**

Paul Cobb

Michael Cohen

Rudolph Crew

Richard Daley

**Linda Darling-Hammond**

Virginia Edwards

Vernon Ehlers

Richard Elmore

Sandra Feldman

Ronald Ferguson

**Chester E. Finn, Jr.**

Susan Fuhrman

Michael Fullan

Howard Gardner

**Bill Gates**

Louis (Lew) Gerstner

Gene Glass

John Goodlad

Jay Greene

James Greeno

James W. Guthrie

Kris Gutierrez

Eric Hanushek

Dennis Harper

Orrin Hatch

**Kati Haycock**

Frederick Hess

Paul T. Hill

E.D. Hirsch

Charles Hokanson

Caroline Hoxby

**James B. Hunt, Jr.**

Richard Ingersoll

Shirley Jackson

Heidi Hayes Jacobs

Jack Jennings

Marion Joseph

John Kain

Pearl Kane

Ken Kay

**Edward Kennedy**

Jeremy Kilpatrick

Michael Kirst

Wendy Kopp

Jonathan Kozol

Sandy Kress

Gloria Ladson-Billings

Carol D. Lee

Mel Levine

Arthur Levine

Robert L. Linn

Tom Luce

**G. Reid Lyon**

Robert Marzano

Jay Mathews

Angus McBeath

Peter McWalters

Deborah Meier

Thomas Menino

**George Miller**

Ellen Moir

Alex Molnar

Joe Murphy

Diana Nelson

Jeannie Oakes

Allan Odden

Gary Orfield

Rod Paige

Paul E. Peterson

Andy Plattner

Michael Podgursky

Andrew Porter

Diane Ravitch  
Michael Rebell  
Nina S. Rees  
**Richard W. Riley**  
Judith Rodin  
Thomas Romberg  
Roy Romer  
Andrew Rotherham  
Richard Rothstein  
Karl Rove  
Judith Samelson  
William Sanders  
William Schmidt  
Alan Schoenfeld  
Robert B. Schwartz  
Robert Sexton  
Donna Shalala

Albert Shanker  
TheodoreSizer  
Robert Slavin  
**Marshall (Mike) Smith**  
Kim Smith  
Daniel Solorzano  
**Margaret Spellings**  
James Stigler  
John Stoessel  
William Tate  
Margaret Thatcher  
Tommy Thompson  
Marc Tucker  
Paul Vallas  
Tom VanderArk  
John Walton

### 6.1.4. Nominated Information Sources

The following sources of information received at least one nomination from the expert respondents of the Influence study survey. Information sources judged most influential appear in bold.

Achieve, Inc.	Education Policy Analysis Archives
Alliance for Excellent Education web site	Education Policy Research Unit: Research & Writing (Arizona State University)
American Educational Research Association (AERA)	Education Resources Information Center (ERIC)
American Educational Research Association LISTSERV	Education Sector
American Educational Research Journal	<b>Education Trust</b>
American Enterprise Institute	<b>Education Week</b>
American School Board Journal	Education Week - Quality Counts
Association for Supervision and Curriculum Development	Educational Evaluation and Policy Analysis
Bill & Melinda Gates Foundation	Educational Leadership
Bracey Report on the Condition of Education (Annual)	Educational Researcher
Brookings Papers on Education Policy (Diane Ravitch, editor)	<b>Eduwonk</b>
BusinessWeek	edweek.org
Campaign for Fiscal Equity / ACCESS Project	Fair Test (National Center for Fair & Open Testing)
Center on Education Policy	Fordham Foundation
Child Trends	Fox News
Chronicle of Higher Education	General Accounting Office (GAO)
Consortium for Policy Research in Education (CPRE)	Google / Google Scholar
Consortium on Chicago School Research publications	GreatSchools Inc.
Corporation for Public Broadcasting	Harvard Civil Rights Project
Council of Chief State School Officers (CCSSO)	Harvard Education Review
Council of the Great City Schools, annual 'Beating the Odds' data	Heritage Foundation
Cross City Campaign for Urban School Reform E-Bulletin	Hoover Institution
David Imig (Environmental Scan)	Independent School Magazine
Diane Ravitch commentaries	KSA-Plus Communications LISTSERV
EdSource	Lawrence Erlbaum, the studies in mathematical thinking and learning
Education Commission of the States (ECS) Clearinghouse	Los Angeles Times
Education Daily	Manhattan Institute
Education Disinformation Detection and Reporting Agency Yahoo Group	Mathematically Correct
Education Finance and Policy	Measuring Up: The National Report Card on Higher Education
<b>Education Gadfly</b>	Merrrow Reports
Education News	Mid-continent Research for Education and Learning (MCREL)
<b>Education Next</b>	National Academy of Sciences
	National Assessment Governing Board
	<b>National Assessment of Educational Progress (NAEP)</b>
	National Association of Independent Schools
	<b>National Center for Education Statistics (NCES)</b>

National Center for Evaluation, Standards, and Student Testing, CRESST, UCLA  
National Council for Teaching of Mathematics  
National Education Association  
National Governors Association (NGA)  
National Research Council  
New York Sun  
**New York Times**  
NewsHour with Jim Lehrer  
Newspapers (General)  
NPR/National Public Radio  
Organisation for Economic Co-operation and Development  
Phi Delta Kappan  
Progressive Policy Institute  
Public Agenda  
**Public Education Network (PEN) NewsBlast**  
RAND  
SchoolMatters

SmartBrief (Association for Supervision and Curriculum Development)  
Society for Research in Child Development  
Southern Regional Education Board (SREB)  
Stanford Social Innovation and Review Journal  
SUNY Press  
Teacher Leaders Network  
Teacher Quality Bulletin (National Council on Teacher Quality)  
Teachers College Record (TC Record)  
**U.S. Department of Education**  
U.S. Government Printing Office  
U.S. News & World Report  
Urban Institute  
USA Today  
Wall Street Journal  
**Washington Post**  
What Works Clearinghouse

## 6.2. Appendix 2: Survey Instruments

### **6.2.1. First-Round Survey**

The Editorial Projects in Education Research Center would like to thank you for agreeing to participate in this study of the factors influencing education policy during the past decade. You were identified as a participant because of your noted leadership in education and unique perspective on the factors that have shaped the field. We believe your insights will make a valuable contribution to the study.

In this brief survey, you will be asked to identify the five (5) leading influences in several different categories: Studies, Organizations, People, and Information Sources. When making nominations, you are free to apply your own definition of what constitutes influence over education policy. But we do ask that you focus specifically on the K-12 policy arena in the United States during the past 10 years.

Our survey respondents have been drawn from a wide variety of backgrounds and include policymakers, researchers, practitioners, and journalists. While not all respondents are directly involved in the policymaking process, each brings a valuable perspective on the factors that shape public policy and broader debates in education. We are interested in your own views as an expert observer of the field and we encourage you to think broadly about the issue.

The identity of all study participants will be kept confidential. Results from the study will be used for research and reporting by the EPE Research Center. Findings may also be featured in Education Week.

Thank you again for your participation.

Christopher Swanson, Ph.D.  
Director, EPE Research Center

## Influential Studies

In the spaces below, list the five (5) **STUDIES** that you believe have been the most influential in shaping K-12 education policy during the past 10 years. When identifying your nominees, please provide as much detail as possible. Complete citation information might include: author(s), title, year of release, and publication, publisher or sponsoring organization.

Note: The term studies is being used in an inclusive sense here. Studies may include quantitative research, qualitative scholarship, conceptual or policy analysis, or opinion pieces on any topic related to K-12 education policy. Nominated studies may also be published in any type of format, including: books, journal articles (peer-reviewed or non-peer-reviewed), periodicals, monographs, edited volumes, print and electronic documents, and reports released by organizations in the public or private sector.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

## Influential People

In the spaces below, list the five (5) **PEOPLE** that you believe have been the most influential in shaping K-12 education policy during the past 10 years. For each nominee, please provide that person's full name, organizational affiliation, and other identifying information as applicable.

Note: Nominees may include (but need not be limited to): policymakers, elected officials, researchers and analysts, commentators, and practitioners. Influential persons may be affiliated with any type of organization or may be independent or unaffiliated experts.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

## Influential Organizations

In the spaces below, list the five (5) **ORGANIZATIONS** that you believe have been the most influential in shaping K-12 education policy during the past 10 years. When identifying your nominees, please provide the full name of the organization.

Note: Any type of organization may be nominated, including (but not limited to): non-profits and for-profits, public and private sector organizations, professional associations or membership groups, advocacy groups, think tanks, foundations, research centers, and academic institutions.

1)

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2)

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3)

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4)

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5)

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## Influential Information Sources

In the spaces below, list the five (5) **INFORMATION SOURCES** that you believe have been the most influential in shaping K-12 education policy during the past 10 years. When identifying your nominees, please provide the full name of the source and any other information that would help us to positively identify that source.

Note: Information sources may include any type of media that you, as an expert, use to stay apprised of developments in education policy. These sources may include print newspapers, magazines, and trade publications, as well as radio and television programming. You may also nominate electronic media such as web sites, blogs (or web logs), listservs, or electronic newsletters.

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2)

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3)

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4)

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5)

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Thank you again for taking the time to participate in this study. Your contribution to this work is very much appreciated. And we hope you have enjoyed taking part.

All respondents who participated in the study will be entered into a random drawing for a cash prize. This award may also be donated to a charity of the winner's choice. If you are selected as the winner, we will notify you via email within the next month.

If you have any questions or comments in the meantime, please contact Janelle Barlage at the EPE Research Center: [Influentials@epe.org](mailto:Influentials@epe.org) or 301-280-3100.

### **6.2.2. Follow-Up Survey**

The Editorial Projects in Education Research Center would like to thank you again for participating in this study of the factors influencing education policy during the past decade.

Nominations from the first-round surveys have been tallied. Based on these results, we have identified a short list of leading Studies, Organizations, People, and Information Sources. Now we would like you to help us rate the leading nominees in each category to determine which of these have been exceptionally influential - the best of the best.

As an expert in the field, your views are very important. We hope you will take a few moments to fill out the rating survey. To show our appreciation, all respondents will be entered in a prize drawing. The award may be claimed or donated to a charity of the winner's choice.

The identity of all study participants will be kept confidential. Results from the study will be used for research and reporting by the EPE Research Center. Findings may also be featured in Education Week.

Thank you again for your participation.

Christopher Swanson, Ph.D.  
Director, EPE Research Center

## Influential Studies

Below we have listed the leading studies identified by respondents in our first-round survey. The order in which the nominees are listed is random. Nominees are quite diverse and include individual reports and publications, large-scale data and analysis studies, and focused lines of research by scholars and organizations.

Please rate the influence level of each study on a scale of 1 (less influential) to 5 (more influential) checking the appropriate box.

All of these nominees have “made the cut” from the first round and can be considered influential in a conventional sense. So please reserve your highest ratings for those you feel have exerted the most significant impact on education policy in the past decade.

	Level of Influence				
	Less	Moderate			More
	1	2	3	4	5
Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (2000), a report of the National Reading Panel, convened by the National Institute of Child Health and Human Development (NICHD)	€	€	€	€	€
What Matters Most: Teaching for America's Future (1996), a report of the National Commission on Teaching and America's Future	€	€	€	€	€
Trends in International Mathematics and Science Study (TIMSS), reports and data on student achievement in an international context	€	€	€	€	€
The Education Trust, research and reports on the importance of teacher quality	€	€	€	€	€
Paul E. Peterson, research and reports on school choice and vouchers	€	€	€	€	€
Preventing Reading Difficulties in Young Children (1998), a report of The National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	€	€	€	€	€
William L. Sanders, value-added methodology and the Tennessee Value-Added Accountability System	€	€	€	€	€
How People Learn: Brain, Mind, Experience, and School (1999), a report of The National Academies' Commission on Behavioral and Social Sciences and Education (CBASSE)	€	€	€	€	€
Ready or Not: Creating a High School Diploma that Counts (2004), American Diploma Project (a partnership of Achieve, Inc., The Education Trust, and the Thomas B. Fordham Foundation)	€	€	€	€	€
Jay P. Greene, research and reports on high school graduation rates	€	€	€	€	€
Richard F. Elmore, research on school reform (including studies of Community School District #2, New York City)	€	€	€	€	€
National Assessment of Educational Progress (NAEP), reports and data on national and state student achievement	€	€	€	€	€
Tennessee Student/Teacher Achievement Ratio (STAR) experiment (including program evaluations, follow-up studies and reanalyses)	€	€	€	€	€

Please think about the studies receiving your highest rating. What do they have in common with each other? What sets them apart from the rest?

### Influential People

The following people were identified as highly influential in our first-round survey. The order in which the nominees are listed is random. Below, please rate the influence level of each person on a scale of 1 (less influential) to 5 (more influential) by checking the appropriate box.

All of these nominees have “made the cut” from the first round and can be considered influential in a conventional sense. So please reserve your highest ratings for those you feel have exerted the most significant impact on education policy in the past decade.

	Level of Influence				
	Less 1	2	Moderate 3	4	More 5
Linda Darling-Hammond	€	€	€	€	€
Richard W. Riley	€	€	€	€	€
George W. Bush	€	€	€	€	€
Kati Haycock	€	€	€	€	€
Bill Clinton	€	€	€	€	€
Chester E. Finn, Jr.	€	€	€	€	€
Edward Kennedy	€	€	€	€	€
James B. Hunt, Jr.	€	€	€	€	€
Bill Gates	€	€	€	€	€
Margaret Spellings	€	€	€	€	€
George Miller	€	€	€	€	€
G. Reid Lyon	€	€	€	€	€
Marshall (Mike) Smith	€	€	€	€	€

Please think about the people receiving your highest rating. What do they have in common with each other? What sets them apart from the rest?

## Influential Organizations

The following organizations were identified as highly influential in our first-round survey. The order in which the nominees are listed is random. Below, please rate the influence level of each person on a scale of 1 (less influential) to 5 (more influential) by checking the appropriate box.

All of these nominees have “made the cut” from the first round and can be considered influential in a conventional sense. So please reserve your highest ratings for those you feel have exerted the most significant impact on education policy in the past decade.

	Level of Influence				
	Less 1	2	Moderate 3	4	More 5
Center on Education Policy (CEP)	€	€	€	€	€
National Governors Association (NGA)	€	€	€	€	€
The Education Trust	€	€	€	€	€
Achieve, Inc.	€	€	€	€	€
Bill & Melinda Gates Foundation	€	€	€	€	€
U.S. Congress	€	€	€	€	€
National Education Association (NEA)	€	€	€	€	€
U.S. Department of Education	€	€	€	€	€
The Thomas B. Fordham Foundation	€	€	€	€	€
American Federation of Teachers (AFT)	€	€	€	€	€

Please think about the organizations receiving your highest rating. What do they have in common with each other? What sets them apart from the rest?

### Influential Information Sources

The following information sources were identified as highly influential in our first-round survey. The order in which the nominees are listed is random. Below, please rate the influence level of each information source on a scale of 1 (less influential) to 5 (more influential) by checking the appropriate box.

All of these nominees have “made the cut” from the first round and can be considered influential in a conventional sense. So please reserve your highest ratings for those you feel have exerted the most significant impact on education policy in the past decade.

	Level of Influence				
	Less 1	2	Moderate 3	4	More 5
The New York Times	€	€	€	€	€
National Assessment of Educational Progress (NAEP)	€	€	€	€	€
Education Next	€	€	€	€	€
U.S. Department of Education	€	€	€	€	€
National Center for Education Statistics (NCES)	€	€	€	€	€
The Washington Post	€	€	€	€	€
Eduwonk	€	€	€	€	€
Public Education Network (PEN) Weekly NewsBlast	€	€	€	€	€
The Education Gadfly	€	€	€	€	€
Education Week	€	€	€	€	€
The Education Trust	€	€	€	€	€

Please think about the information sources receiving your highest rating. What do they have in common with each other? What sets them apart from the rest?

Would you be interested in participating in a follow-up interview to discuss your opinion and the study's findings?

- Yes, the EPE Research Center may contact me.  
 No, I do not want to be contacted for an interview.

Would you like to receive an email notification when the results of the study are released?

- Yes, please send me a notice.  
 No, do not send a notice.

If you have any additional comments or feedback, please use the space below.

# EDITORIAL PROJECTS IN EDUCATION RESEARCH CENTER

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## About Editorial Projects in Education

**Editorial Projects in Education (EPE)** is a nonprofit, tax-exempt organization based in Bethesda, Md. Our primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. We cover local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, *Teacher Magazine*, [edweek.org](http://edweek.org), and the Agent K-12 employment resource. We also produce periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The **EPE Research Center** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and [edweek.org](http://edweek.org).